

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

Curriculum

Course Description: The Visual Arts course is created 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 of Design. Class discussion will give students a chance to think critically and write about works of art from different time periods and cultures.

<p>Standard 1.1</p> <p>The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation and composition of visual art.</p>	
<p>Big Ideas: Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.</p>	
<p>Essential Questions</p> <p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p>Enduring Understandings</p> <p><i>What will students understand about the big ideas?</i></p>
<p>Why do people create art?</p> <p>Is art important or necessary?</p>	<p>Students will understand that...</p> <ul style="list-style-type: none"> • 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.

Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will:	Instructional Focus:
<p>1.1.8.D.1 Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.</p>	<ul style="list-style-type: none"> • Describe and identify the elements of art. • Describe and identify the principles of design. • Select and use elements of art and principles of design to improve communication of ideas. • Use and be able to identify hues, values, intermediate shades, tints, tones, complimentary, analogous and monochromatic colors. • Use and be able to differentiate surface texture and the illusion of texture. • View works of art from different historical eras and cultures.
<p>1.1.8.D.2 Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.</p>	<p>Sample Assessments:</p> <ul style="list-style-type: none"> • Create an abstract painting using various types of line. • Create a painting using at least three elements of art. • Paint objective studies from life and free-form abstractions that employ relative properties of color. • Create complex patterns/reversed shapes and tessellations. • Create 2D compositions that give the illusion of 3D space and volume/ • Make a painting showing the influence of a specific artist. <p>Instructional Strategies:</p> <p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> • Math-optical illusions, tessellations, 1-point perspective • Language Arts-visual storytelling <p>Technology Integration</p> <ul style="list-style-type: none"> • iPhoto slide shows of artwork

	<ul style="list-style-type: none"> • PowerPoint slide shows of past student artwork • Instructional videos “Masters of Illusion-Metropolitan Museum of Art PowerPoint tutorial: Harold Orejanz, One Point Perspective <p>Global Perspectives</p> <ul style="list-style-type: none"> • African American contemporary art • African printed cloth
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills:</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem Solving</p> <p>Communication and Collaboration</p> <p>Information Literacy</p> <p>Media Literacy</p> <p>Life and Career Skills</p> <p>21st Century Themes (as applies to content area):</p> <p>Financial, Economic, Business, and Entrepreneurial Literacy</p> <p>Civic Literacy</p> <p>Health Literacy</p>

Standard 1.2	
History of the Arts and Culture All students will understand the role, development, and influence of the arts throughout history and across cultures.	
Big Ideas: <i>All students will understand and analyze the role, development and continuing influence of the arts in relation to world cultures, history, and society.</i>	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<p>How has art changed over time?</p> <p>How does art reflect human culture?</p> <p>How do museums/collections tell a story?</p>	<p>Students will understand that...</p> <p>Technological changes have and will continue to substantially influence the development and nature of the arts.</p> <p>Tracing the histories of visual art in world cultures provides insight into the lives of people and their values.</p> <p>The arts reflect cultural morays and personal aesthetics throughout the ages.</p>
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
<p>1.2.8.A.1 Map historical innovations in visual art that were caused by the creation of new technologies.</p>	<p>Instructional Focus:</p> <ul style="list-style-type: none"> • Know and compare the characteristics and purposes of works of art representing various culture, historic periods and artists. • Describe and place a variety of specific art objects by artist, style and

<p>1.2.8.A.2 Differentiate past and contemporary works of visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.</p>	<p>historical context.</p> <ul style="list-style-type: none"> Identify symbolic meanings found in historic/modern and personal artwork.
<p>1.2.8.A.3 Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.</p>	<p>Sample Assessments:</p> <ul style="list-style-type: none"> Research the totems and other artifacts of the Northwest Indians and discuss how those images are connected with their rituals and their beliefs about family and clan. Look at traditional Japanese art and identify its various characteristics. Examine the patterns of Mexican textiles and create a work in which they invent a pattern based on those ideas. Select a style of art from the 20th century, study the characteristics of that style, do research on artist who painted in that style, and make a work of art expressing the student's point of view or idea as it relates to the artist. <p>Instructional Strategies:</p> <p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> Math: Students can recall forms of pattern and geometry to inspire their Mexican textile. Social Studies: Students can evaluate their knowledge of geography and world cultures through research on the traditional arts of peoples in different countries. Language Arts: By studying a specific artist in-depth the students will further expand their knowledge of how to research and prepare a major project. <p>Technology Integration</p> <ul style="list-style-type: none"> Students will learn how to create Power Point presentations. Projects will be created using iPhoto and iMovie.

	<p>Global Perspectives</p> <ul style="list-style-type: none">• Mexican textiles• Japan/Origami
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Standard 1.3

Performance All students will synthesize those skills, media, methods, and technologies appropriate to creating, and/or presenting works of art.

Big Ideas: *Actively creating one's own art leads to a comprehensive understanding of the techniques and elements of art involved in the creative process.*

<p align="center">Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p align="center">Enduring Understandings <i>What will students understand about the big ideas?</i></p>
<p>What choices must an artist make before beginning a work?</p> <p>How does art expand our thinking?</p> <p>How are tools and techniques used in art?</p>	<p>Students will understand that...</p> <p>The creation of art is driven by the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement.</p> <p>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. Fluency in these mediums, and the use of the appropriate tools associated with working in these mediums, are components of art-making.</p>
<p align="center">Areas of Focus: Proficiencies (Cumulative Progress Indicators)</p>	<p align="center">Examples, Outcomes, Assessments</p>
<p>Students will:</p>	<p>Instructional Focus:</p>

Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).

1.3.8.D.2

Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.

1.3.8.D.3

Identify genres of art (including realism, abstract/nonobjective art, and conceptual art) within various contexts using appropriate art vocabulary, and solve hands-on visual problems using a variety of genre styles.

1.3.8.D.4

Delineate the thematic content of multicultural artworks, and plan, design, and execute multiple solutions to challenging visual arts problems, expressing similar thematic content.

1.3.8.D.5

Examine the characteristics, thematic content, and symbolism in works of art from diverse cultural and historical eras, and use these visual statements as inspiration for original artworks.

1.3.8.D.6

Synthesize the physical properties, processes, and techniques for visual communication in multiple art media (including digital media), and apply this knowledge to the creation of original artworks.

- Produce a collection of artworks in a variety of mediums based on a range of individual and collective experiences.
- Use the elements and principles of art to communicate specific meanings to others
- Observe the effects of different materials, tools, and methodologies

Sample Assessments:

- Develop an image for a lino cut, transfer it to the linoleum and print the image using more than one color
- Research the style of a selected sculptor and design a work based on that style but expressing the student's ideas
- Develop a painting from a drawing focusing on composition and color value
- Produce a computer generated design which demonstrates knowledge of elements of art.

Instructional Strategies:

Interdisciplinary Connections

- Math: Design and proportion
- Social Studies: Historical perspectives: Explore the artistic tools, processes and subjects of Etruscan/Mycenaean, and ancient Greek civilizations.

Technology Integration

- Use of various computer software to create digital images
- British Museum and Metropolitan of Art websites-Egyptian /Greek Art collections

Global Perspectives

- Ancient Egypt
- Ancient Greece and Rome

The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.

21st Century Skills:

Creativity and Innovation

Critical Thinking and Problem Solving

Communication and Collaboration

Information Literacy

Media Literacy

Life and Career Skills

21st Century Themes (as applies to content area):

Financial, Economic, Business, and Entrepreneurial Literacy

Civic Literacy

Health Literacy

Standard 1.4

Aesthetic Responses & Critique Methodologies All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of visual art.

A. Aesthetic Responses

Big Ideas: *Aesthetic knowledge stimulates judgment and imagination empowering students to interpret, appreciate and extract meaning from the arts.*

Essential Questions

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

How do you gain your perceptions of art?

What skills and vocabulary are needed to appreciate art?

Enduring Understandings

What will students understand about the big ideas?

Students will understand that...
Contextual clues to artistic intent are embedded in artworks. Analysis of archetypal or consummate works of art requires knowledge and understanding of culturally specific art within historical contexts.

Art may be used for utilitarian and non-utilitarian purposes.

Performance technique in visual art varies according to historical era and genre.

Abstract ideas may be expressed in works of visual art using a genre's stylistic traits.

Symbolism and metaphor are characteristics of art and the creation of art.

Awareness of basic elements of style and design in visual art inform the creation of criteria for judging originality.

Artwork may be both utilitarian and non-utilitarian. Relative merits of works of art can be assessed through analysis of form, function, craftsmanship, and originality.

Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
<p>Students will:</p> <p>1.4.8.A.1 Generate observational and emotional responses to diverse culturally and historically specific works of visual art.</p> <p>1.4.8.A.2 Identify works of visual art that are used for utilitarian and non-utilitarian purposes.</p> <p>1.4.8.A.3 Distinguish among artistic styles, trends and movements in visual art within diverse cultures and historical eras.</p> <p>1.4.8.A.4 Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.</p> <p>1.4.8.A.5 Interpret symbolism and metaphors embedded in works of visual art.</p> <p>1.4.8.A.6 Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.</p> <p>1.4.8.A.7 Analyze the form, function, craftsmanship, and originality of representative works of visual art.</p>	<p>Instructional Focus:</p> <ul style="list-style-type: none"> • Identify a variety of assessment methods to use in the analysis of works of visual art. • Apply the language of art criticism to explain visual and sensory qualities found in works of visual art. • Compare and contrast various critical reviews of a given work of art <p>Sample Assessments:</p> <ul style="list-style-type: none"> • Analytic rubric • Portfolio • Journal/Sketch book entries <p>Instructional Strategies:</p> <p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> • Analyze how art is used in daily life. • Compare and contrast artistic principles found in commercial posters or TV ads. • Examine literary themes or characters in art. <p>Technology Integration</p> <ul style="list-style-type: none"> • Internet sources • Museum websites • Computer graphic software <p>Global Perspectives</p> <ul style="list-style-type: none"> • Ancient Egypt-rituals • African domestic life

<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills:</p> <ul style="list-style-type: none"> Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills <p>21st Century Themes (as applies to content area):</p> <ul style="list-style-type: none"> Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy

<p align="center">Standard 1.4</p> <p>Aesthetic Responses & Critique Methodologies All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art visual art.</p> <p>B. Critique Methodologies</p>	
<p>Big Ideas: <i>Aesthetic knowledge stimulates judgment and imagination empowering students to interpret, appreciate and extract meaning from the arts.</i></p>	
<p align="center">Essential Questions</p> <p align="center"><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p align="center">Enduring Understandings</p> <p align="center"><i>What will students understand about the big ideas?</i></p>
<p>How do you know good art when you see it?</p> <p>What is the role of the artist in contemporary society?</p>	<p>Students will understand that...</p> <p>Assessing a work of art without critiquing the artist requires objectivity and an understanding of the work’s content and form.</p> <p>Visual fluency is the ability to differentiate formal and informal structures and objectively apply observable criteria to the assessment of artworks, without consideration of the artist.</p> <p>Universal elements of art and principles of design apply equally to artwork across cultures and historical eras.</p>
<p align="center">Areas of Focus: Proficiencies (Cumulative Progress Indicators)</p>	<p align="center">Examples, Outcomes, Assessments</p>
<p>Students will:</p>	<p>Instructional Focus:</p>

<p>1.4.8.B.1 Evaluate the effectiveness of a work of art by differentiating between the artist’s technical proficiency and the work’s content or form.</p> <p>1.4.8.B.2 Differentiate among basic formal structures and technical proficiency of artists in works of visual art.</p> <p>1.4.8.B.3 Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.</p>	<p>Instructional Focus:</p> <ul style="list-style-type: none"> • Describe why personal artwork is important. • Make judgments regarding personal preferences. <p>Sample Assessments:</p> <ul style="list-style-type: none"> • Make judgments about why a work is “museum worthy.” • Analyze how formal elements create humor • Interpret the emotional qualities/artist’s intent • Analytic Rubric • Portfolio • Self-Assessment <p>Instructional Strategies:</p> <p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> • Explore influences for visual rhythm in art (music, nature, dance, etc.). • Compare/contrast varied artworks/disciplines having similar themes. <p>Technology Integration</p> <ul style="list-style-type: none"> • Internet resources • Museum websites <p>Global Perspectives</p> <ul style="list-style-type: none"> • Ancient Egyptian rituals • African domestic life
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills:</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem Solving</p> <p>Communication and Collaboration</p> <p>Information Literacy</p> <p>Media Literacy</p>

Life and Career Skills

21st Century Themes (as applies to content area):

Financial, Economic, Business, and Entrepreneurial Literacy

Civic Literacy

Health Literacy

Summit Public Schools

Summit, New Jersey

Curricular Addendum

Career-Ready Practices

CRP1: Act as a responsible and contributing citizen and employee.

CRP2: Apply appropriate academic and technical skills.

CRP3: Attend to personal health and financial well-being.

CRP4: Communicate clearly and effectively and with reason.

CRP5: Consider the environmental, social and economic impacts of decisions.

CRP6: Demonstrate creativity and innovation.

CRP7: Employ valid and reliable research strategies.

CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9: Model integrity, ethical leadership and effective management.

CRP10: Plan education and career paths aligned to personal goals.

CRP11: Use technology to enhance productivity.

CRP12: Work productively in teams while using cultural global competence.

Interdisciplinary Connections

- Close Reading of works of art, music lyrics, videos, and advertisements
- Use [Standards for Mathematical Practice](#) and [Cross-Cutting Concepts](#) in science to support debate/inquiry across thinking processes

Technology Integration

Ongoing:

- Listen to books on CDs, Playaways, videos, or podcasts if available.
- Use document camera or overhead projector for shared reading of texts.

Other:

- Use Microsoft Word, Inspiration, or SmartBoard Notebook software to write the words from their word sorts.
- Use available technology to create concept maps of unit learning.

**Instructional Strategies:
Supports for English Language Learners:**

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects (realia)	Charts	In pairs or partners
Manipulatives	Graphic organizers	In triads or small groups
Pictures & photographs	Tables	In a whole group
Illustrations, diagrams, & drawings	Graphs	Using cooperative group structures
Magazines & newspapers	Timelines	With the Internet (websites) or software programs
Physical activities	Number lines	In the home language
Videos & films		With mentors
Broadcasts		
Models & figures		

from <https://wida.wisc.edu>

Media Literacy Integration

- Use multiple forms of print media (including books, illustrations/photographs/artwork, video clips, commercials, podcasts, audiobooks, Playaways, newspapers, magazines) to practice reading and comprehension skills.

Global Perspectives

- [The Global Learning Resource Library](#)

Differentiation Strategies:

Accommodations	Interventions	Modifications
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 (e.g., writing, reading aloud, answering questions in class)	Individualized assessment tools based on student need
Audio Books	Utilize prereading strategies and activities: previews, anticipatory guides, and semantic mapping	Modified assessment grading