



VALWOOD

GO BEYOND

Seventh Grade Art Curriculum

Seventh Grade Art Overview

Course Description		Topics at a Glance		
<p>Building on Exploratory Art learning experiences, students study and apply the elements of art and principles of design in compositions. Inspired by artists and art history, students learn about various materials, tools, techniques, processes and technology in both two and three-dimensional art. Students build and refine motor skills throughout this course. Personal expression is nurtured through an exploration of the creative process. Students understand the role of visual art in shaping historical and cultural traditions. Art history and cultural studies focus on regions within the seventh and eighth grade social studies curriculum. Additional artists and cultures that are not addressed in other middle level art courses may also be included.</p>		<ul style="list-style-type: none"> <li style="width: 33%;">• Culture <li style="width: 33%;">• Technology <li style="width: 33%;">• Community <li style="width: 33%;">• Critical Thinking <li style="width: 33%;">• Problem Solving <li style="width: 33%;">• Articulate <li style="width: 33%;">• Literacy <li style="width: 33%;">• Art Vocabulary <li style="width: 33%;">• Plan <li style="width: 33%;">• Create <li style="width: 33%;">• Media <li style="width: 33%;">• Discover <li style="width: 33%;">• Materials <li style="width: 33%;">• Techniques <li style="width: 33%;">• Processes <li style="width: 33%;">• Problem Solving <li style="width: 33%;">• Interpret <li style="width: 33%;">• Transfer <li style="width: 33%;">• Evaluate <li style="width: 33%;">• Differentiate <li style="width: 33%;">• Critical Thinking <li style="width: 33%;">• Art Inquiry <li style="width: 33%;">• Respond <li style="width: 33%;">• Careers in Art <li style="width: 33%;">• Lifelong Endeavours <li style="width: 33%;">• Invent <li style="width: 33%;">• Relate <li style="width: 33%;">• Visual Symbols <li style="width: 33%;">• Visual Literacy <li style="width: 33%;">• Visual Metaphors <li style="width: 33%;">• Eco-Art <li style="width: 33%;">• Observe <li style="width: 33%;">• Demonstrate <li style="width: 33%;">• Describe <li style="width: 33%;">• Recognize <li style="width: 33%;">• Identify <li style="width: 33%;">• Compare & Contrast <li style="width: 33%;">• Elements of Art <li style="width: 33%;">• Principles of Design <li style="width: 33%;">• Visual Expression <li style="width: 33%;">• Refine Ideas 		
Assessments		Literacy Connections		
<ul style="list-style-type: none"> • Pre-assessments • Checks for understanding • Observations/Anecdotal Records • Student questions/comments • Personal reflections • Teacher questions and prompts • Performance tasks (planning, in-progress, final assignments) • Critiques (group discussion, written reflection, in-progress) • Self and peer assessments • Artist statements and reflections 		<p>Listening: Students practice active listening to teachers, guest artists, and their peers discuss works of art.</p> <p>Speaking: Students practice speaking about their own, works of art and the works of art of their peers during art critiques. Students orally use appropriate, art vocabulary during the planning, creation and critiques of their works of art.</p> <p>Reading: Students read about works of art, artists, cultures, and events from books, computers, posters, PowerPoint presentations and handouts.</p> <p>Writing: Students write their personal responses to their own works of art by writing artist statements and titles for their artwork. Students may also critique works of art through writing. Students write in visual arts classes to the standards of the school-wide writing rubric.</p> <p>Visual Literacy: Students will interpret, negotiate and make meaning from information presented in the form of an image.</p>		
Grade Level Expectations				
Standard	Big Ideas in Seventh Grade (Grade Level Expectations)			
1. Observe and Learn to Comprehend	<ol style="list-style-type: none"> 1. The characteristics and expressive features of art and design are used in analyzing and synthesizing the meaning in works of art 2. Understanding works of art involves knowledge of historical and cultural styles, genre, and artists over time 3. Knowledge of art vocabulary is important when critically analyzing works of arts 			
2. Envision and Critique to Reflect	<ol style="list-style-type: none"> 1. Visual literacy skills are used to create meaning from a variety of information 2. Concepts, issues, and themes in the visual arts can be used to communicate ideas in various other disciplines 			
3. Invent and Discover to Create	<ol style="list-style-type: none"> 1. Achieve the ability to plan, anticipate outcomes, and demonstrate craftsmanship in creating a work of art 2. Restructure and apply the technical skills and processes required to achieve desired results in producing works of art 3. Use of various media, materials, and tools to express specific meaning in works of art 4. Utilize current, available technology as a primary medium to create original works of art 			
4. Relate and Connect to Transfer	<ol style="list-style-type: none"> 1. Critical thinking in the arts transfers to multiple uses in life 2. The visual arts community messages its cultural traditions and events 3. Art and design strategies can solve environmental problems 			

Content Area: Visual Arts - 7th Grade Art	
Standard: 1. Observe and Learn to Comprehend	
Valwood Graduates: Explain, demonstrate, and interpret a range of purposes of art and design, recognizing that the making and study of art and design can be approached from a variety of viewpoints, intelligences, and perspectives Analyze, interpret, and make meaning of art and design critically using oral and written discourse	
Grade Level Expectation	
Concepts and skills students master: 1. The characteristics and expressive features of art and design are used in analyzing and synthesizing the meaning in works of art	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: a. Describe and demonstrate how characteristics and expressive features of art and design contribute to the aesthetic value of works of art b. Evaluate the emotional significance generated by characteristics and expressive features of art and design c. Identify Characteristics and Expressive Features of Art (formally known as elements of art and principles of design)	Inquiry Questions: 1. What are some characteristics and expressive features of folk art? 2. How does traditional art training impact the art and craft of visual art? 3. Why or why not is developing a work of art based on formal principles a good idea?
	Relevance and Application: 1. Why or why not is developing a work of art based on formal principles a good idea? 2. Artists use their imaginations, intuitions, senses, deeply felt experiences, and views of beauty to make and respond to art. 3. Articulating and debating ways that characteristics and expressive features of art and design relate to each other and other disciplines opens the door to divergent thinking and processing.
	Nature of Discipline: 1. Viewing art is critical in art-making. The artist is not separate from the viewer, nor is the viewer separate from the artist.

Content Area: Visual Arts - 7th Grade Art	
Standard: 1. Observe and Learn to Comprehend	
Valwood Graduates: Explain, demonstrate, and interpret a range of purposes of art and design, recognizing that the making and study of art and design can be approached from a variety of viewpoints, intelligences, and perspectives Recognize, articulate, and debate that the visual arts are a means for expression Analyze, interpret, and make meaning of art and design critically using oral and written discourse	
Grade Level Expectation Concepts and skills students master: 2. Understanding works of art involves knowledge of historical and cultural styles, genre, and artists over time	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: a. Examine and articulate works of art that communicate significant cultural beliefs or sets of values b. Investigate and discuss how exposure to various cultures and styles influences feelings and emotions toward art forms c. Interpret and demonstrate how works of art synthesize historical and cultural meaning	Inquiry Questions: 1. How does art change with time? 2. How does a time period impact meaning in a work of art? 3. What does utilitarian versus aesthetic function in works of art mean? 4. What makes art essential?
	Relevance and Application: 1. Historical events mandate aesthetic responses by artists and their works of art. 2. Significant events impact the making of art during current and future time periods. 3. Artists and audiences use cultural and community identities and social perspectives to make and respond to art. 4. History and cultural studies will focus on regions within the 7th grade social studies curriculum.
	Nature of Discipline: 1. Art is essential to the American and world cultures because of the visual, emotional, and senses-based aspects that unify us as in a global humanity. 2. The history of a culture's art speaks to where we have been, who we were, and who we are - and predicts where we are going.

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Valwood Graduates: Explain, demonstrate, and interpret a range of purposes of art and design, recognizing that the making and study of art and design can be approached from a variety of viewpoints, intelligences, and perspectives Recognize, articulate, and debate that the visual arts are a means for expression Analyze, interpret, and make meaning of art and design critically using oral and written discourse	
Grade Level Expectation Concepts and skills students master: 3. Knowledge of art vocabulary is important when critically analyzing works of arts	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: a. Employ appropriate vocabulary for art categories such as realistic, abstract, non-objective, conceptual, and others genres b. Use domain-specific vocabulary relating to symbolism, genre, and performance technique in all arts areas c. Identify Characteristics and Expressive Features of Art (formally known as elements of art and principles of design)	Inquiry Questions: 1. What skills and vocabulary, if any, does one need know to appreciate and begin to understand art? 2. What makes the artists in time periods famous? 3. How does one talk and write about art?
	Relevance and Application: 1. The use of content-specific vocabulary in all disciplines produces multi-literate members of society. 2. The language of art connects cultures that do not speak the same societal language and allows for the communication of intent and ideas in an informed manner.
	Nature of Discipline: 1. Describing, analyzing, and interpreting works of art develops the skill and ability to make informed judgments.

Content Area: Visual Arts - 7th Grade Art	
Standard: 2. Envision and Critique to Reflect	
Valwood Graduates: Use specific criteria to discuss and evaluate works of art Recognize, articulate, and implement critical thinking in the visual arts by synthesizing, evaluating, and analyzing visual information	
Grade Level Expectation Concepts and skills students master: 1. Visual literacy skills are used to create meaning from a variety of information	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> a. Critique works of art, and explain the visual symbols and metaphors artists use to express ideas b. Discuss and debate the concepts and skills required to invent new ideas and applications c. Interpret subjects, themes, and symbols as they relate to meaning in works of art d. Utilize visual literacy skills in oral or written discourse to construct meaning from works of art using multiple modalities 	Inquiry Questions: <ol style="list-style-type: none"> 1. How does a person "read" a work of art? 2. What is considered 21st century media? 3. What are the differences in reading or interpreting 21st century media as opposed to traditional art media?
	Relevance and Application: <ol style="list-style-type: none"> 1. Employers seek workers who are skilled in visual literacy. Since technological advances continue to develop at unprecedented rates, educators increasingly promote the learning of visual literacies as indispensable to life in the information age. 2. Being visually literate creates persuasive, well-informed consumers and members of society. 3. Skilled problem-solvers are valuable commodities in the 21st century workforce.
	Nature of Discipline: <ol style="list-style-type: none"> 1. The arts use discovery and learning as a process. 2. The creation of art makes us aware of problems and how to solve them. 3. Visual literacy provides the tools we need to problem-solve.

Content Area: Visual Arts - 7th Grade Art	
Standard: 2. Envision and Critique to Reflect	
Valwood Graduates: Use specific criteria to discuss and evaluate works of art Recognize, articulate, and implement critical thinking in the visual arts by synthesizing, evaluating, and analyzing visual information	
Grade Level Expectation Concepts and skills students master: 2. Concepts, issues, and themes in the visual arts can be used to communicate ideas in various other disciplines	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> a. Incorporate key concepts, issues, and themes from other disciplines into personal works of art b. Explain and discuss how concepts, ideas, and themes are demonstrated c. Create works of art by incorporating themes that represent and interpret ideas from visual narratives and other fields of knowledge 	Inquiry Questions: <ol style="list-style-type: none"> 1. How can art stand alone, or how does it have to relate to other disciplines to show significance? 2. What distinguishes art as art when it is created outside of studios? If one makes a painting in math class, is it still art? 3. What are the necessary and sufficient conditions needed for art to exist?
	Relevance and Application: <ol style="list-style-type: none"> 1. Interpreting and relating art concepts such as color theory, characteristics and expressive features of art and design, and perspectives in art to other arts and disciplines increases the aesthetic value of art. 2. Utilizing core content subject matter (e.g., as in math concepts like fractions, science or literacy), or concepts unique to other specific disciplines in the creation and analyzing of visual arts, expand intrinsic cognitive development and embrace the interdisciplinary nature of art. 3. Relating the visual arts to contemporary societal, cultural, environmental, and historical issues enhances themes that are prominent to visual narratives and promotes the characteristic diversity of art that occurs in global and societal contexts.
	Nature of Discipline: <ol style="list-style-type: none"> 1. Visual art is a distinct form of communication that enriches the understanding of other disciplines by connecting us with more depth to the world we live in and opening our minds to multiple ways of seeing and making meaning.

Content Area: Visual Arts - 7th Grade Art	
Standard: 3. Invent and Discover to Create	
Valwood Graduates: Recognize, interpret, and validate that the creative process builds on the development of ideas through a process of inquiry, discovery, and research Create works of art that articulate more sophisticated ideas, feelings, emotions, and points of view about art and design through an expanded use of media and technologies	
Grade Level Expectation Concepts and skills students master: 1. Achieve the ability to plan, anticipate outcomes, and demonstrate craftsmanship in creating a work of art	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> a. Recognize, utilize, and demonstrate form, function, and craftsmanship when creating works of art b. Generate works of art based on selected themes or anticipated goals c. Identify Characteristics and Expressive Features of Art (formally known as elements of art and principles of design) 	Inquiry Questions: <ol style="list-style-type: none"> 1. How do artists plan for or anticipate outcomes? 2. What does good craftsmanship mean or look like, and how does it vary in different cultures? 3. How can quality in craftsmanship differ depending on the kinds of tools, materials, and techniques used? 4. What, if anything, distinguishes "craft" from "art?"
	Relevance and Application: <ol style="list-style-type: none"> 1. Problem-solving, planning, and creating to produce a finished product are marketable job skills. 2. Craftspeople and their work have been honored throughout history as exemplars of particular cultures. 3. Works of art tell the stories of history and culture.
	Nature of Discipline: <ol style="list-style-type: none"> 1. The distinguishable characteristics of craft impact the integrity of art-making. 2. Learned patience is a characteristic of fine craftsmanship and can be translated to multiple career paths and real-life experiences.

Content Area: Visual Arts - 7th Grade Art	
Standard: 3. Invent and Discover to Create	
Valwood Graduates: Develop and build appropriate mastery in art-making skills using traditional and new technologies and an understanding of the characteristics and expressive features of art and design Create works of art that articulate more sophisticated ideas, feelings, emotions, and points of view about art and design through an expanded use of media and technologies	
Grade Level Expectation Concepts and skills students master: 2. Restructure and apply the technical skills and processes required to achieve desired results in producing works of art	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> a. Create works of art from observation, photographs and stored mental images b. Research and communicate personal ideas and interests in works of art 	Inquiry Questions: <ol style="list-style-type: none"> 1. How can knowledge of art skills be used to create works of art? 2. Why is it important to use art tools and media correctly? 3. How is restructuring art different from creating an original work of art?
	Relevance and Application: <ol style="list-style-type: none"> 1. Greater spatial awareness occurs when learned knowledge of technical skills engages in trans-disciplinary contexts. 2. Visual information that is restructured guides learners and viewers toward divergent thinking opportunities. 3. Technical art terminology that is related to other disciplines such as drafting, computer-aided design, landscaping, mathematics, and science allows for varied viewpoints and interpretations.
	Nature of Discipline: <ol style="list-style-type: none"> 1. Visual illustration communicates information and ideas through attention to technical skill.

Content Area: Visual Arts - 7th Grade Art	
Standard: 3. Invent and Discover to Create	
Valwood Graduates: Develop and build appropriate mastery in art-making skills using traditional and new technologies and an understanding of the characteristics and expressive features of art and design Create works of art that articulate more sophisticated ideas, feelings, emotions, and points of view about art and design through an expanded use of media and technologies	
Grade Level Expectation Concepts and skills students master: 3. Use various media, materials, and tools to express specific meaning in works of art	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: a. Create works of art using a variety of media and materials b. Create works of art that convey intended meaning	Inquiry Questions: 1. What makes the artistic process artistic? 2. What are the implications of following a teacher's or master artist's advice on materials and techniques used in a work of art?
	Relevance and Application: 1. Commercial design problems can be solved using graphic art skills such as experimentation, research, and the application of fundamental design strategies in new contexts. 2. Visual art is connected to other arts disciplines, social activities, mass media, and careers. 3. Knowledge of visual arts media, materials, and tools provide a repertoire for interpreting the world around us. 4. Artists create artworks for different purposes, including personal, functional, decorative, symbolic, social, cultural, and political.
	Nature of Discipline: 1. The desire to make art relates specifically to the characteristics and expressive features of the media, materials, tools, and art process used to create the work of art.

Content Area: Visual Arts - 7th Grade Art	
Standard: 3. Invent and Discover to Create	
Valwood Graduates: Develop and build appropriate mastery in art-making skills using traditional and new technologies and an understanding of the characteristics and expressive features of art and design Create works of art that articulate more sophisticated ideas, feelings, emotions, and points of view about art and design through an expanded use of media and technologies	
Grade Level Expectation Concepts and skills students master: 4. Utilize current, available technology as a primary medium to create original works of art	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: a. Manipulate works of art through technology b. Create personal two and three dimensional works of art using computer design programs that combine current and available technologies	Inquiry Questions: 1. How does technology impact art in everyday life? 2. How does current and available technology differ from modern to historic times? 3. What would have been current and available technology for Monet or another artist, and how would they have used it?
	Relevance and Application: 1. Social networking sites, audio and visual handheld devices, and many other technical applications such as contemporary cell phone designs, texting devices, websites, blogs, Internet and hypernet applications, and Internet search engines rely on quality artistic design for their function and reliability. 2. The ability to use technology including (and often combining) video, immersive virtual reality, the World Wide Web, wireless technology, performance, large-scale art installations, and interactive exhibitions as an art tool in real-world situations engages multiple audiences and adds relevance to the work of art created. 3. The manipulation of works of art through technology furthers careers for a variety of artists in contemporary society such as designers, printmakers, sculptors, multimedia artists and designers, photographers, video and digital film makers, architects, interior designers, fabric and textile artists and designers, and ceramicists.
	Nature of Discipline: 1. Design and layout are important components of modern 21st century electronic applications. 2. Technology can impact intent and the rendition of a message in a work of art.

Content Area: Visual Arts - 7th Grade Art	
Standard: 4. Relate and Connect to Transfer	
Valwood Graduates: Explain, compare and justify that the visual arts are connected to other disciplines, the other art forms, social activities, mass media, and careers in art and non-art related arenas	
Grade Level Expectation Concepts and skills students master: 1. Critical thinking in the arts transfers to multiple uses in life	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> a. Discuss and explain how the visual arts are an integral part of the working world b. Recognize and articulate how artists and designers use critical-thinking skills in the community c. Explain and evaluate ways such as spatial awareness, images as explanation, and layout and drafting that the arts are used to solve problems and present ideas for a variety of careers 	Inquiry Questions: <ol style="list-style-type: none"> 1. What is the difference between high or low art? 2. What big ideas in art are important in career opportunities?
	Relevance and Application: <ol style="list-style-type: none"> 1. Articulating that making informed choices in the visual arts reflects personal involvement in real-world applications builds transferable skills that can be used in many settings. 2. Transferring knowledge provides advantages in marketable career opportunities.
	Nature of Discipline: <ol style="list-style-type: none"> 1. Arts-related job opportunities are the fastest growing careers in our contemporary economy. 2. Artists contribute to society in a myriad of ways.

Content Area: Visual Arts - 7th Grade Art	
Standard: 4. Relate and Connect to Transfer	
Valwood Graduates: Identify, compare and justify that the visual arts are a way to acknowledge, exhibit and learn about the diversity of peoples, cultures and ideas Identify, compare, and interpret works of art derived from historical and cultural settings, time periods, and cultural contexts	
Grade Level Expectation Concepts and skills students master: 2. The visual arts community messages its cultural traditions and events	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> a. Design and create works of art using images and words that illustrate personal community or culture b. Discuss how art is an integral part of community culture and events c. Explain and analyze how artists and cultures have used art to communicate ideas and develop functions, structures, and designs throughout history 	Inquiry Questions: <ol style="list-style-type: none"> 1. Why is it important to understand the cultural context in which art is made? 2. How have the roles of visual artists within community cultural traditions changed over time?
	Relevance and Application: <ol style="list-style-type: none"> 1. Funding, producing, writing, displaying, and marketing communicate artistic traditions and events. 2. Interdisciplinary connections between and among the visual arts and other art forms enrich the context of works of art.
	Nature of Discipline: <ol style="list-style-type: none"> 1. Art invites and endless array of possible communication opportunities.

Content Area: Visual Arts - 7th Grade Art	
Standard: 4. Relate and Connect to Transfer	
Valwood Graduates: Transfer the value of visual arts to lifelong learning and the human experience Explain, compare and justify that the visual arts are connected to other disciplines, the other art forms, social activities, mass media, and careers in art and non-art related arenas	
Grade Level Expectation Concepts and skills students master: 3. Art and design strategies can solve environmental problems	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> a. Rejuvenate and recycle art media b. Discuss design problems that address environmental issues such as noise barriers and wind walls along urban highways c. Recognize and articulate how the environment influences the look and use of art, architecture, and design 	Inquiry Questions: <ol style="list-style-type: none"> 1. Why should art be created to draw attention to environmental issues? 2. How do artists create art as a response to environmental issues?
	Relevance and Application: <ol style="list-style-type: none"> 1. An artist's work can influence or be influenced in positive or negative ways by the surrounding environment. 2. The technology of how materials were made throughout history has changed radically such as the way paint was made in the 19th century compared to modern technologies.
	Nature of Discipline: <ol style="list-style-type: none"> 1. The arts contribute to identifying and protecting our natural environment.