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| DEPARTMENT: ART | COURSE TITLE: ART7 |
| GRADE(S): | PRE-REQUISITES (IF ANY): |

| UNIT | LENGTH | CONTENT | SKILLS | METHODS OF ASSESSMENT | FRAMEWORK STRAND(S) & STANDARD(S) |
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| Portrait of the Artist's Hand: Art and Identity | 8-9 days | <ul style="list-style-type: none"> Art and identity, including racial, cultural, and ethnic identity (including study of work of other artists expressing identity). Global and cross-cultural study of hand images from multiple sources (including contemporary artists Jaune Quick-to-See and Juan Sanchez). | <p>Students will:</p> <ul style="list-style-type: none"> Demonstrate awareness of self-expression. Demonstrate understanding of basic color theory (primary colors and brown tones, tints and shades) and will be able to mix skin colors and layer media. Demonstrate ability to mix media, including Tempera paint, collage, pastels, and lettering in composition. | <ul style="list-style-type: none"> Do students participate in class discussions? Do students demonstrate appreciation for art history and contemporary art? Do students exhibit knowledge of basic primary color wheel interactions in regard to skin color hues? | <p>Creating LS 1, 2 Thinking and Responding LS 3,4 Connecting and Contributing LS 5,6</p> |
| Ceramic Hand Building: Functional Bowls | 3 days wet clay 1 day glazing | <ul style="list-style-type: none"> Ceramics expressing wildflowers and nature Study the notion of nature as an inspiration to artists (integrating art and science) Study of various artists throughout art history who represent flowers in art work | <p>Students will:</p> <ul style="list-style-type: none"> Demonstrate understanding of ceramics as functional art. Demonstrate ability to use hand-building techniques in slab and coil work. | <ul style="list-style-type: none"> Do students build on prior knowledge from scientific study in their clay piece? Do students utilize slab, coil and pinch techniques in clay? Do students utilize glaze in context of the lesson? | <p>Creating LS 1,2 Thinking & Responding LS3, 4 Connecting &Contributing LS 5,6</p> |
| Ceramic Houses/Casitas | 3 days wet clay 1 day glazing | <ul style="list-style-type: none"> Relationship of art and architecture Role of folk art in the art world Puerto Rico and Haiti and the various cultural influences of those regions Folk art of the Caribbean (includes celebration of Puerto Rico week in Amherst) | <p>Students will:</p> <ul style="list-style-type: none"> Demonstrate ability to use slab building and surface decoration. Understand architecture as functional and decorative form. Demonstrate ability to use hand-building techniques in slab and coil work. | <ul style="list-style-type: none"> Do students demonstrate knowledge of slab technique? Do students see relationships between architectural design and geographical region? | <p>Creating LS 1,2 Thinking & Responding LS3, 4 Connecting &Contributing LS 5,6,7,8</p> |
| Tessellations | 7-8 days | <ul style="list-style-type: none"> Role of geometry in art and the traditional culture's impact on the Western world (integrates art and math) Ancient Islamic tiles, Spain, and Middle | <p>Students will:</p> <ul style="list-style-type: none"> Demonstrate ability to manipulate dry media in drawing and shape design. Demonstrate understanding of | <ul style="list-style-type: none"> Do students differentiate between Islamic patterns and contemporary tessellating designs? | <p>Creating LS 1,2 Thinking & Responding LS 3,4 Connecting &</p> |

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| | | East influence on the work of Dutch artist M.C.Escher | geometry and spatial relationships, patterns, 2-D design, and the impact of color on design. | <ul style="list-style-type: none"> Do student designs tessellate? Do students demonstrate creative thinking in original tessellating design? | Contributing LS 5,6,8 |
| A Sense of Place— Landscape: Views of the Connecticut River Valley | 8-9 days | <ul style="list-style-type: none"> Integrated study of our community and the resources for viewing art in our community (includes gallery visits) Hudson River School landscape painters of 1830-1850's who painted views from Skinner and contemporary, local artists painting the same views. | <p>Students will:</p> <ul style="list-style-type: none"> Demonstrate understanding of landscape design concepts, including foreground, middle ground, background, and overlap. Demonstrate understanding of color theory, including complementary colors, tints, and shades. Demonstrate ability to use acrylic paint on boards, utilize multiple sizes of brushes and strokes, and mix colors. | <ul style="list-style-type: none"> Do students utilize complementary colors to mix value in hues for landscape painting? Do students demonstrate understanding of foreground, middle ground, and background in picture plane? Do students appreciate historical significance of the Connecticut River Valley from Native American art through contemporary arts? | Creating LS 1,2 Thinking & Responding LS 3,4 Connecting and Contributing LS 5,6,7,8 |
| Folk Art Unit in Fiber: Molas, Arpillera, Quilts, Weaving, Carp Streamers | 8-9 days | <ul style="list-style-type: none"> Role of folk art in art world and its close link to political movements Examination of the value placed on folk and fine art Study of folk tales with folk art, definition of folk art and fine art and critical examination of their status (integrates art and English) | <p>Students will:</p> <ul style="list-style-type: none"> Demonstrate an understanding of narrative imagery and how pattern and color function as communication devices. Know fabric and yarns of various fiber sources and practice applique sewing, hand stitching, embroidery, layering fabric, and construction in cloth. | <ul style="list-style-type: none"> Do students accomplish the notion of story telling through fiber arts? Do students discuss the role of folk arts in an art historical and socio-political perspective? | Creating LS 1, 2 Thinking & Responding LS 3,4 Connecting & Contributing LS 5, 6,7,8 |
| Solstice/Sun Images | 8-9 days | <ul style="list-style-type: none"> Study of sun images throughout art history and region (integrates art and English) Study of world religions and traditions and their symbols (integrates art and English) World art throughout art history. Cross cultural study of sun images from Africa, Asia, Europe, & Americas comparing religions in art | <p>Students will:</p> <ul style="list-style-type: none"> Mix, pour, and carve plaster. Utilize paint techniques on plaster. Demonstrate understanding of texture and color on a relief surface, completing abstract, symbolic, and naturalistic interpretations of a similar theme. | <ul style="list-style-type: none"> Do students successfully create plaster mold? Do students reflect on their holiday traditions and the traditions of those in their community? Do students utilize imagery from art | Creating LS 1, 2 Thinking & Responding LS 3, 4 Connecting & Contributing LS 5,6,7 |

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| | | <ul style="list-style-type: none"> • Texture and color on relief surface, abstract, symbolic, and naturalistic interpretations of a similar theme | | historical references to the solstice in their final piece? | |
| Self Portraits | 8-9 days | <ul style="list-style-type: none"> • Portraiture, expression, skin color, symbolism in art • Frida Kahlo in context of women artists • Several artists' self portraits throughout history: Van Gogh, William H. Johnson and others | <p>Students will:</p> <ul style="list-style-type: none"> • Draw the human face in proportion. • Draw and paint in tempera and watercolor, colored pencils, and pastels. | <ul style="list-style-type: none"> • Do students draw their face in proportion? • Do students demonstrate understanding of anthropological implications for diversity in the human face? • Do students reference example from art history in their final piece? | <p>Creating LS 1,2 Thinking & Responding LS 3,4 Connecting & Contributing LS 5,6</p> |
| | | | | <p>Note: The full quarter of seventh grade art curriculum utilizes a variety of assessment methods, including; self assessment written by student, small group discussion/assessment, teacher conference with student, and creation of digital portfolio for utilization on the school web site.</p> | <p>Connecting & Contributing LS 7</p> |