

Shrewsbury Borough School Visual and Performing Arts Curriculum 2012
Visual Arts
Grade 7

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| <p>Unit 1 <u>Line, Shape, Color, and Space</u></p> <p>“Braque’s Shoe” Objectives:</p> <p>Learn about the famous artist, Braque.</p> <p>Learn specific terminology relating to a movement in art, Cubism.</p> <p>Create a work of art inspired by an art movement using Braque’s technique.</p> <p>Compare and contrasts elements and principles of art apparent in the works of Braque and Goldsworthy.</p> | <p>Unit 2 <u>Balance, Emphasis, Pattern, Rhythm & Movement</u></p> <p>“Patterns in Nature” Objectives:</p> <p>Read about famous artist, Goldsworthy.</p> <p>Learn about art-related careers.</p> <p>Understand completion of composition through repeated reflection.</p> <p>Learn terminology for color theory.</p> <p>Create a pattern inspired by nature.</p> <p>Compare and contrast elements and principles of art apparent in the works of Braque and Goldsworthy.</p> | <p>Unit 3 <u>Proportion, Distortion & Scale</u></p> <p>“Doodle-4-Google” Objectives:</p> <p>Learn about different logos.</p> <p>Recognize the importance of logos.</p> <p>Create a theme for the letters that spell out Google.</p> <p>Write an essay corresponding to the theme answering the following questions; who, what, where, when, why?</p> | <p>Unit 4 <u>Harmony, Variety, Form and Unity</u></p> <p>“Rodin’s Hand” Objectives:</p> <p>Learn about famous sculpture, Rodin.</p> <p>Observe and understand the process of reductive sculpture.</p> <p>Create a figurative or gestural sculpture.</p> |
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| <p>Lessons, Activities & Student Products:</p> <p>Learn about Braque and Cubism from Power Point presentation.</p> <p>Create a contour drawing of your shoe.</p> <p>Divide drawing into irregular and angular shapes.</p> <p>Color using the value of a neutral color emphasizing the flat surface.</p> <p>Write a comparison essay.</p> | <p>Lessons, Activities & Student Products:</p> <p>Students will read about the famous artist, Andy Goldsworthy.</p> <p>Learn about art-related careers that use patterns inspired by nature such as: graphic design, fashion, interior design.</p> <p>Draw an object/animal from nature, fold and cut, trace and color patterns.</p> <p>Paint, using one hue mixed with neutrals to create tone, tint and shade of color.</p> <p>Write a comparison essay.</p> | <p>Lessons, Activities & Student Products:</p> <p>Students will observe the “Google” logo.</p> <p>Students will understand the importance of graphic design.</p> <p>Using a pre-drawn logo, students will draw their images around the letters of the logo.</p> <p>Write an essay corresponding to the theme.</p> | <p>Lessons, Activities & Student Products:</p> <p>Students will learn about Rodin and observe a short film about reductive sculpting.</p> <p>Model and manipulate clay into solid form.</p> <p>Model hand to observe for accuracy.</p> <p>Sculpt clay into form of modeled hand using clay tools.</p> <p>Create a gestural sculpture (hand) out of clay inspired by Rodin.</p> |
| <p>Essential Questions:</p> <p>What defines Cubism from other art movements?</p> <p>Why is Braque important in the history of art?</p> <p>What is a contour drawing?</p> <p>What does the value of a color mean?</p> <p>What are some differences and</p> | <p>Essential Questions:</p> <p>How does Goldsworthy create his patterns?</p> <p>How does he document his work?</p> <p>Is photography an important part of his patterns? Why? What is a hue?</p> <p>How can you create shades, tints and tones of color?</p> | <p>Essential Questions:</p> <p>Why do you think a logo is important?</p> | <p>Essential Questions:</p> <p>Who is Rodin?</p> <p>How is reductive sculpting different from hand building or slab structures?</p> |

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| <p>similarities in the works of Braque and Goldsworthy?</p> | <p>Why are neutrals not found on the color wheel?</p> <p>What are some differences and similarities in the works of Braque and Goldsworthy?</p> | | |
| <p>Materials:</p> <p>Power Point Presentation: <i>Cubism</i>, samples of Braque's work, value chart, large white drawing paper, shoe, pencil, ruler, neutral colored pencils, samples of writing diagrams, writing paper</p> | <p>Materials:</p> <p>Scholastic Arts Magazine: <i>Goldsworthy</i>, samples of patterns graphic designs, fashion, interior designs, long thin heavy white paper, pencil, scissors, masking tape, palette, primary and neutral tempera colored paints, brush, samples of writing diagrams, writing paper</p> | <p>Materials:</p> <p>Samples of logos, Google website, samples of ways to incorporate a theme/drawing into a logo (doodle-4-google samples), pre-printed "Google" sheet, pencil, permanent marker, colored pencils, writing paper</p> | <p>Materials:</p> <p>Samples of Rodin's sculptures, samples of reductive sculptures, website: BrainPop: <i>Sculptures</i>, clay, clay tools, water, kiln</p> |
| <p>Assessment:</p> <p>Students will present work of art for exhibition and critique</p> <p>Project and Writing Rubric</p> | <p>Assessment:</p> <p>Students will present work of art for exhibition and critique</p> <p>Project and Writing Rubric</p> | <p>Assessment:</p> <p>Students will present work of art for exhibition and critique</p> <p>Project and Writing Rubric</p> | <p>Assessment:</p> <p>Students will present work of art for exhibition and critique</p> <p>Project Rubric</p> |

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| <p>NJCCCS:</p> <p>1.1.8.D.1: Describe the intellectual and emotional significance conveyed by the application of the <u>elements of art</u> and <u>principles of design</u> in different <u>historical eras</u> and cultures,</p> <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>1.2.8.A.1: Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies,</p> <p>1.2.8.A.2: Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures,</p> <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>1.3.8.D.1: Incorporate various</p> | <p>NJCCCS:</p> <p>1.1.8.D.1: Describe the intellectual and emotional significance conveyed by the application of the <u>elements of art</u> and <u>principles of design</u> in different <u>historical eras</u> and cultures,</p> <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>1.2.8.A.1: Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies,</p> <p>1.2.8.A.2: Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures,</p> <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>NJCCCS:</p> <p>1.1.8.D.1: Describe the intellectual and emotional significance conveyed by the application of the <u>elements of art</u> and <u>principles of design</u> in different <u>historical eras</u> and cultures,</p> <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>1.2.8.A.1: Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies,</p> <p>1.2.8.A.2: Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures,</p> <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>NJCCCS:</p> <p>1.1.8.D.1: Describe the intellectual and emotional significance conveyed by the application of the <u>elements of art</u> and <u>principles of design</u> in different <u>historical eras</u> and cultures,</p> <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>1.2.8.A.1: Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies,</p> <p>1.2.8.A.2: Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures,</p> <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> |
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| <p>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 <u>art media</u> and <u>art mediums</u> to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern),</p> <p>1.3.8.D.2: Apply various <u>art media</u>, <u>art mediums</u>, 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,</p> <p>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,</p> <p>1.3.8.D.4: Delineate the thematic content of multicultural artworks, and plan, design, and execute</p> | <p>1.3.8.D.1: 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 <u>art media</u> and <u>art mediums</u> to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern),</p> <p>1.3.8.D.2: Apply various <u>art media</u>, <u>art mediums</u>, 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,</p> <p>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,</p> <p>1.3.8.D.4: Delineate the thematic content of multicultural artworks, and</p> | <p>1.3.8.D.1: 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 <u>art media</u> and <u>art mediums</u> to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern),</p> <p>1.3.8.D.2: Apply various <u>art media</u>, <u>art mediums</u>, 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,</p> <p>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,</p> <p>1.3.8.D.4: Delineate the thematic content of multicultural artworks, and</p> | <p>1.3.8.D.1: 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 <u>art media</u> and <u>art mediums</u> to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern),</p> <p>1.3.8.D.2: Apply various <u>art media</u>, <u>art mediums</u>, 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,</p> <p>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,</p> <p>1.3.8.D.4: Delineate the thematic content of multicultural artworks, and</p> |
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| <p>multiple solutions to challenging visual arts problems, expressing similar thematic content,</p> <p>1.3.8.D.5: Examine the characteristics, thematic content, and symbolism found in works of art from diverse cultural and <u>historical eras</u>, and use these visual statements as inspiration for original artworks,</p> <p>1.3.8.D.6: Synthesize the physical properties, processes, and techniques for visual communication in multiple <u>art media</u> (including digital media), and apply this knowledge to the creation of original artworks,</p> <p>1.4.8.A.1: Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art,</p> <p>1.4.8.A.2: Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes,</p> <p>1.4.8.A.3: Distinguish among artistic styles, trends, and</p> | <p>plan, design, and execute multiple solutions to challenging visual arts problems, expressing similar thematic content,</p> <p>1.3.8.D.5: Examine the characteristics, thematic content, and symbolism found in works of art from diverse cultural and <u>historical eras</u>, and use these visual statements as inspiration for original artworks,</p> <p>1.3.8.D.6: Synthesize the physical properties, processes, and techniques for visual communication in multiple <u>art media</u> (including digital media), and apply this knowledge to the creation of original artworks,</p> <p>1.4.8.A.1: Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art,</p> <p>1.4.8.A.2: Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes,</p> | <p>plan, design, and execute multiple solutions to challenging visual arts problems, expressing similar thematic content,</p> <p>1.3.8.D.5: Examine the characteristics, thematic content, and symbolism found in works of art from diverse cultural and <u>historical eras</u>, and use these visual statements as inspiration for original artworks,</p> <p>1.3.8.D.6: Synthesize the physical properties, processes, and techniques for visual communication in multiple <u>art media</u> (including digital media), and apply this knowledge to the creation of original artworks,</p> <p>1.4.8.A.1: Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art,</p> <p>1.4.8.A.2: Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes,</p> | <p>plan, design, and execute multiple solutions to challenging visual arts problems, expressing similar thematic content,</p> <p>1.3.8.D.5: Examine the characteristics, thematic content, and symbolism found in works of art from diverse cultural and <u>historical eras</u>, and use these visual statements as inspiration for original artworks,</p> <p>1.3.8.D.6: Synthesize the physical properties, processes, and techniques for visual communication in multiple <u>art media</u> (including digital media), and apply this knowledge to the creation of original artworks,</p> <p>1.4.8.A.1: Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art,</p> <p>1.4.8.A.2: Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes,</p> |
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| <p>movements in dance, music, theatre, and 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 dance, music, theatre, and 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 dance, music, theatre, and visual art,</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.A.3: Distinguish among artistic styles, trends, and movements in dance, music, theatre, and 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 dance, music, theatre, and 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 dance, music, theatre, and visual art,</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.A.3: Distinguish among artistic styles, trends, and movements in dance, music, theatre, and 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 dance, music, theatre, and 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 dance, music, theatre, and visual art,</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.A.3: Distinguish among artistic styles, trends, and movements in dance, music, theatre, and 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 dance, music, theatre, and 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 dance, music, theatre, and visual art,</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> |
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| <p>1.4.8.B.2: Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and 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>1.4.8.B.2: Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and 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>1.4.8.B.2: Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and 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>1.4.8.B.2: Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and 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> |
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