

Shrewsbury Borough School District
ART Curriculum Guide
Grade 7
2016

Mission Statement:

The mission of the Shrewsbury Borough School District, a system built on successful cooperation among family, school and community, is to prepare all students to achieve excellence and to become responsible citizens through rigorous educational programs consistent with New Jersey Core Content State Standards and which respect individual differences and diversity. Students will be prepared to meet the challenges presented in the regional high school and the world beyond.

Shrewsbury Borough School's Curriculum Writing Committee:

Approved by Shrewsbury Borough Board of Education:

Administration:

Brent MacConnell-Superintendent
Debi Avento-Business Administrator
Erica Reynolds-Supervisor of Curriculum & Instruction
Jennifer Zona-Supervisor of Special Services

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Implementation: September 2016

Course Philosophy:

The mission of Shrewsbury Borough Schools' Art program is to cultivate each student's unique creative expression, communication and discovery by providing a thorough education in the elements of art, principles of design, aesthetics and art history. Shrewsbury Borough School's art program values and implements 21st century arts education principles by providing guidance for all students to strive for their full potential, inspiration to be lifelong learners and responsible citizens in our ever-changing global society. Shrewsbury Borough School's art curriculum strives to provide each child an opportunity to meet and exceed the Visual and Performing Arts standards, as part of the New Jersey Core Curriculum Content Standard in a nurturing creative environment. Through hands on experiences in the arts and opportunities to work in a variety of mediums including: drawing, painting, collage, printmaking, digital media and sculpture- these artistic qualities blossom at each stage of development.

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Course Description:

The seventh grade visual art curriculum continues to build on the collective knowledge of the elements of art and principles of design, art history, and advanced techniques in drawing, painting, and sculpture. Emphasis is placed on the individual student's ability to infuse their collective visual art knowledge and skill in creative and unconventional projects.

Observational drawing skills, color theory, and individual expression are applied to four diverse projects, including, a mixed media, painting, and clay project. In 7th grade, students explore nontraditional portraiture, still life and landscapes, using advanced painting and drawing techniques.

Students are also responsible for keeping a neat and complete sketchbook and completing 10 sketchbook assignments. At the 7th grade level, each student will experience art during one marking period that meets every other day during a six-day rotation. Each art class is 46 minutes in duration.

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Unit 1 Overview
Unit Title/Marking Period: Observational drawing - Stages of fruit
Grade Level: 7 th grade
Recommended Pacing: 5 class meetings
Unit Summary: This unit will focus on Observational Drawing- drawing from life. Students will observe and render three stages of fruit using advanced oil pastel methods.
NJCCSS: 1.1.8.D.1, 1.2.8.A.1, 1.3.8.D.6, 1.4.8.B.1
21 st Century Standards: 1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.1.5, 1.1.6, 1.1.7, 1.1.8, 1.1.9, 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5, 1.2.6, 1.2.7, 1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5, 1.4.1, 1.4.2, 1.4.3, 1.4.4, 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.2.1, 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.3.1, 2.3.1, 2.3.2, 2.3.3, 2.4.1, 2.4.2, 2.4.3, 2.4.4, 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.1.6, 3.2.1, 3.2.1, 3.2.2, 3.2.3, 3.3.1, 3.3.2, 3.3.3, 3.3.4, 3.3.5, 3.3.6, 3.3.7, 3.4.1, 3.4.2, 3.4.3, 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.1.5, 4.1.6, 4.1.7, 4.1.8, 4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.3.1, 4.3.1, 4.3.2, 4.3.3, 4.3.4, 4.4.1, 4.4.2, 4.4.3, 4.4.4, 4.4.5, 4.4.6
Technology Standards:

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8.1.8.A.1, 8.1.8.A.2, 8.1.8.A.3, 8.1.8.A.4, 8.1.8.B.1, 8.1.8.C.1, 8.1.8.D.1, 8.1.8.D.2, 8.1.8.D.3 8.1.8.D.4, 8.1.8.E.1, 8.1.8.F.1 8.2.8.A.1, 8.2.8.A.2, 8.2.8.A.4, 8.2.8.A.5, 8.2.8.B.1, 8.2.8.B.2, 8.2.8.B.3, 8.2.8.B.4, 8.2.8.C.1, 8.2.8.C.2, 8.2.8.C.3, 8.2.8.C.4, 8.2.8.C.5, 8.2.8.C.5a, 8.2.8.D.1, 8.2.8.D.2, 8.2.8.D.5, 8.2.8.D.6, 8.2.8.E.1, 8.2.8.E.2, 8.2.8.E.3, 8.2.8.E.4

<p>Unit Essential Questions:</p> <p>What is observational drawing?</p> <p>What are some principles of drawing a still life?</p> <p>What is value? define shade, tint, and mid tone.</p> <p>How would you compose a successful composition? Define using the principles of design.</p>	<p>Unit Enduring Understandings:</p> <p>Students will achieve an understanding of observational drawing by sketching and completing a final drawing of (3) stages of fruit. Students will complete value scales that demonstrate shades, tints, highlights and shadows-, which will be applied in their final drawing. Students will use value to create form from shapes. Students will be introduced to the foundational elements of composition, including space, balance, and rhythm. Students will arrange and manipulate fruit to render in a composition that illustrates rhythm.</p>
<p>Unit Learning Targets <i>Students will know...</i></p>	<p>Unit Learning Targets <i>Students will do...</i></p>

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Students will know how to describe a still life and identify the elements- (shape, form, value and space) and principles of art (balance, rhythm, proportion) that exist within visual examples.

Students will be able to examine still life work of Caravaggio and Cotan, contemporary work of Steve Mills, and digital still life work for use of value, balance and rhythm.

Students will be able to create a balanced composition composed of three stages of fruit using value

Students will be able to assess the works of their peers and their final work for use of value and rhythm within their composition.

- Students will be able to discuss the elements of art and principles of design in artist's examples.
- Students will create a successful composition by using the principles of design.
- Students will be able to use advanced value techniques to illustrate form in their sketch.
- Students will be able to identify rhythm in their final compositions.

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Evidence of Learning
<p>Formative Assessments:</p> <ul style="list-style-type: none">● Oral assessment on still life drawing and composition, value and the principles of design.● Value example using oil pastel
<p>Equipment Needed:</p> <p>Sketchbooks, HB pencils, erasers, vine charcoal, white drawing paper, oil pastels</p>
<p>Summative Assessments:</p> <ul style="list-style-type: none">● Final still life project

Teacher Resources:
<p>Technology Component (websites):</p> <p>Select artist and museum websites as per lesson.</p>
<p>Resources:</p> <p>Powerpoint presentation of artists, art examples, history and techniques</p>

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Teacher Notes:

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Unit 2 Overview
Unit Title/Marking Period: Painting- Non traditional Self Portrait: landscape, perspective, emotive color
Grade Level: 7 th grade
Recommended Pacing: 5 class meetings
Unit Summary: Students will create a non traditional self portrait that explores perspective and value techniques.
NJCCSS: 1.1.8.D.2, 1.2.8.A.3, 1.3.8.D.1, 1.4.8.A.7
21st Century Standards: 1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.1.5, 1.1.6, 1.1.7, 1.1.8, 1.1.9, 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5, 1.2.6, 1.2.7, 1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5, 1.4.1, 1.4.2, 1.4.3, 1.4.4, 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.2.1, 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.3.1, 2.3.1, 2.3.2, 2.3.3, 2.4.1, 2.4.2, 2.4.3, 2.4.4, 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.1.6, 3.2.1, 3.2.1, 3.2.2, 3.2.3, 3.3.1, 3.3.2, 3.3.3, 3.3.4, 3.3.5, 3.3.6, 3.3.7, 3.4.1, 3.4.2, 3.4.3, 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.1.5, 4.1.6, 4.1.7, 4.1.8, 4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.3.1, 4.3.1, 4.3.2, 4.3.3, 4.3.4, 4.4.1, 4.4.2, 4.4.3, 4.4.4, 4.4.5, 4.4.6
Technology Standards: 8.1.8.A.1, 8.1.8.A.2, 8.1.8.A.3, 8.1.8.A.4, 8.1.8.B.1, 8.1.8.C.1, 8.1.8.D.1, 8.1.8.D.2, 8.1.8.D.3 8.1.8.D.4, 8.1.8.E.1, 8.1.8.F.1 8.2.8.A.1, 8.2.8.A.2, 8.2.8.A.4, 8.2.8.A.5, 8.2.8.B.1, 8.2.8.B.2, 8.2.8.B.3, 8.2.8.B.4, 8.2.8.C.1, 8.2.8.C.2, 8.2.8.C.3, 8.2.8.C.4, 8.2.8.C.5, 8.2.8.C.5a, 8.2.8.D.1, 8.2.8.D.2, 8.2.8.D.5, 8.2.8.D.6, 8.2.8.E.1, 8.2.8.E.2, 8.2.8.E.3, 8.2.8.E.4

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<p>Unit Essential Questions: What are the elements of perspective? How would you represent depth using color? Where would you find shades and tints within a perspective piece? What is a silhouette? Can silhouettes display emotion or an idea? How?</p>	<p>Unit Enduring Understandings: Students will apply their previous knowledge of perspective in a self-portrait silhouette painting. Students will study the work of current artist Pat Perry, for his use of line and value to describe perspective, in addition to influential perspective artist- M.C Escher. Using the principles of perspective and mixing their shades and tints- students will create their individual landscapes that describe a personal memory, thought, or feeling within their silhouette.</p>
<p>Unit Learning Targets <i>Students will know...</i></p>	<p>Unit Learning Targets <i>Students will do...</i></p>
<p>Students will know how to <u>identify</u> the various uses of line and value (shades and tints) within perspective works of past and contemporary artists.</p> <p>Students will know how to <u>compare</u> the different uses of line, value and symbolism in artworks by artist Pat Perry.</p> <p>Students will know how to create perspective in a select landscape drawing that illustrates a thought or feeling.</p>	<ul style="list-style-type: none"> ● Students will be able to discuss the elements of art and principles of design in artist’s examples. ● Students will create a successful composition that illustrates perspective. ● Students will be able to use painting techniques to further illustrate perspective and emotive color to describe their thought or feeling within their portrait.

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Students will know how to <u>analyze</u> their classmate’s work as well as their own work for various use of perspective, emotive color and symbolism in their portrait.	<ul style="list-style-type: none"> ● Students will be able to identify a thought or feeling as illustrated in the final compositions.
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Evidence of Learning
Formative Assessments: <ul style="list-style-type: none"> ● Oral assessment on traditional and non traditional portraiture, perspective and composition, value and the principles of design. ● Perspective drawing example
Equipment Needed: Powerpoint, ipads, sketchbook, pencils, erasers, rulers, heavy weight tag board, acrylic paint, water cups, brushes
Summative Assessments: <ul style="list-style-type: none"> ● Final painting
Teacher Resources:
Technology Component (websites): Select artist and museum websites as per lesson: Pat Perry
Resources: Powerpoint presentation of artists, art examples, history and techniques

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Teacher Notes:

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Unit 3 Overview
Unit Title/Marking Period: Design: Illustration, Typography, Color Theory- Film Poster
Grade Level: 7 th grade
Recommended Pacing: 5 class meetings
Unit Summary: This unit emphasizes the use of text and image within the recreation of a film poster. Students will use traditional and digital illustration, type, and color to illustrate the theme of the chosen film.
NJCCSS: 1.1.8.D.1, 1.2.8.A.3, 1.3.8.D.5 1.4.8.A.6
21st Century Standards: 1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.1.5, 1.1.6, 1.1.7, 1.1.8, 1.1.9, 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5, 1.2.6, 1.2.7, 1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5, 1.4.1, 1.4.2, 1.4.3, 1.4.4, 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.2.1, 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.3.1, 2.3.1, 2.3.2, 2.3.3, 2.4.1, 2.4.2, 2.4.3, 2.4.4, 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.1.6, 3.2.1, 3.2.1, 3.2.2, 3.2.3, 3.3.1, 3.3.2, 3.3.3, 3.3.4, 3.3.5, 3.3.6, 3.3.7, 3.4.1, 3.4.2, 3.4.3, 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.1.5, 4.1.6, 4.1.7, 4.1.8, 4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.3.1, 4.3.1, 4.3.2, 4.3.3, 4.3.4, 4.4.1, 4.4.2, 4.4.3, 4.4.4, 4.4.5, 4.4.6
Technology Standards: 8.1.8.A.1, 8.1.8.A.2, 8.1.8.A.3, 8.1.8.A.4, 8.1.8.B.1, 8.1.8.C.1, 8.1.8.D.1, 8.1.8.D.2, 8.1.8.D.3 8.1.8.D.4, 8.1.8.E.1, 8.1.8.F.1 8.2.8.A.1, 8.2.8.A.2, 8.2.8.A.4, 8.2.8.A.5, 8.2.8.B.1, 8.2.8.B.2, 8.2.8.B.3, 8.2.8.B.4, 8.2.8.C.1, 8.2.8.C.2, 8.2.8.C.3, 8.2.8.C.4, 8.2.8.C.5, 8.2.8.C.5a, 8.2.8.D.1, 8.2.8.D.2, 8.2.8.D.5, 8.2.8.D.6, 8.2.8.E.1, 8.2.8.E.2, 8.2.8.E.3, 8.2.8.E.4

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<p>Unit Essential Questions:</p> <p>What is illustration? Where can it be found? What are some themes in Marc Chagall’s work? What is the psychology of color? Using the principles of design, how would you consider composition with text and image?</p>	<p>Unit Enduring Understandings:</p> <p>Students will use illustration techniques in the digital re creation of a film poster. Using illustration, typography and color theory, students will illustrate a theme from a chosen film. Students will be introduced to the history, art and design of illustration as well as deciphering meaning from themes. Color theory and meaning will be discussed and applied to this interdisciplinary project. Students will use the text tool, layers palette in Sketchbook Pro to complete their digital layout.</p>
<p>Unit Learning Targets <i>Students will know...</i></p>	<p>Unit Learning Targets <i>Students will do...</i></p>
<p>Students will know how to <u>identify</u> color, type, and illustrative themes and meaning in various traditional and design artworks.</p> <p>Students will know how to <u>examine</u> the expressionist works of Chagall for his use of color and form to describe a theme.</p> <p>Students will know how to <u>illustrate</u> a work of art that visually communicates text and image for a film poster.</p> <p>Students will know how to <u>interpret</u> their own works for use of symbolic elements, color meaning, and emotive type.</p>	<ul style="list-style-type: none"> ● Students will discuss the elements of art and principles of design in Marc Chagall’s work as well as contemporary design works. ● Students will bridge past and present work and find similar color palettes and methods when illustrating a theme. ● Students will analyze a film’s theme and illustrate the emotion/theme/genre using emotive color and symbolism. ● Students will create a designed composition using traditional illustration and digital illustration.

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Evidence of Learning
<p>Formative Assessments:</p> <ul style="list-style-type: none">● Oral assessment on illustration, color psychology, symbolism● Oral assessment on analyzing and comparing marc chagall’s fine art work with current design work.● Sketch of final work
<p>Equipment Needed: Powerpoint, ipads, sketchbook, pencils, erasers, rulers, heavy weight tag board, paint, colored pencils</p>
<p>Summative Assessments:</p> <ul style="list-style-type: none">● Final illustration
Teacher Resources:
<p>Technology Component (websites): Select artist and museum websites as per lesson: Marc Chagall - MET</p>
<p>Resources: Powerpoint presentation of artists, art examples, history and techniques</p>
Teacher Notes:

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Unit 4 Overview
Unit Title/Marking Period: Sculpture: Pop Art
Grade Level: 7 th grade
Recommended Pacing: 5 class meetings
Unit Summary: This unit focuses on Clay hand-building techniques and unique expression of a Pop Art item.
NJCCSS: 1.1.8.D.1, 1.2.8.A.1, 1.3.8.D.6, 1.4.8.B.1
21 st Century Standards: 1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.1.5, 1.1.6, 1.1.7, 1.1.8, 1.1.9, 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5, 1.2.6, 1.2.7, 1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5, 1.4.1, 1.4.2, 1.4.3, 1.4.4, 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.2.1, 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.3.1, 2.3.1, 2.3.2, 2.3.3, 2.4.1, 2.4.2, 2.4.3, 2.4.4, 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.1.6, 3.2.1, 3.2.1, 3.2.2, 3.2.3, 3.3.1, 3.3.2, 3.3.3, 3.3.4, 3.3.5, 3.3.6, 3.3.7, 3.4.1, 3.4.2, 3.4.3, 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.1.5, 4.1.6, 4.1.7, 4.1.8, 4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.3.1, 4.3.1, 4.3.2, 4.3.3, 4.3.4, 4.4.1, 4.4.2, 4.4.3, 4.4.4, 4.4.5, 4.4.6
Technology Standards: 8.1.8.A.1, 8.1.8.A.2, 8.1.8.A.3, 8.1.8.A.4, 8.1.8.B.1, 8.1.8.C.1, 8.1.8.D.1, 8.1.8.D.2, 8.1.8.D.3 8.1.8.D.4, 8.1.8.E.1, 8.1.8.F.1 8.2.8.A.1, 8.2.8.A.2, 8.2.8.A.4, 8.2.8.A.5, 8.2.8.B.1, 8.2.8.B.2, 8.2.8.B.3, 8.2.8.B.4, 8.2.8.C.1, 8.2.8.C.2, 8.2.8.C.3, 8.2.8.C.4, 8.2.8.C.5, 8.2.8.C.5a, 8.2.8.D.1, 8.2.8.D.2, 8.2.8.D.5, 8.2.8.D.6, 8.2.8.E.1, 8.2.8.E.2, 8.2.8.E.3, 8.2.8.E.4

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<p>Unit Essential Questions:</p> <p>How have artists defined pop culture through art? What makes pop art different from other genres of art? Is art meant to be outside of a museum?</p>	<p>Unit Enduring Understandings:</p> <p>Students will study the work of Claes Oldenberg and his contribution to Pop Art. Students will brainstorm pop culture and choose an item that represents American culture. After sketching their form, the students will recreate it in a clay sculpture.</p>
<p>Unit Learning Targets <i>Students will know...</i></p>	<p>Unit Learning Targets <i>Students will do...</i></p>
<p>Students will know how to <u>describe</u> Pop Art and its impact in the art world and in society.</p> <p>Students will know how to <u>examine</u> Claes Oldenberg’s use of everyday objects in his art works in public places.</p> <p>Students will be able to <u>create</u> a pop art inspired item in a clay form.</p> <p>Students will be able to <u>assess</u> the works of their peers and their final work for use of pop art iconography in a clay form.</p>	<ul style="list-style-type: none"> ● Students will discuss the timeline of Pop art and its place in the art world and in society. ● Students will brainstorm items relevant in pop culture. ● Students will analyze Oldenberg’s work and his public exhibitions. ● Students will use hand building techniques to re create an item from pop culture.

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Evidence of Learning
<p>Formative Assessments:</p> <ul style="list-style-type: none">● Oral assessment on Claes Oldenberg's work, Pop Art, historic timeline and its impact on art● Sketch of final work
<p>Equipment Needed: Powerpoint, ipads, sketchbook, pencils, erasers, white clay, clay tools, water, brushes, glaze</p>
<p>Summative Assessments:</p> <ul style="list-style-type: none">● Final sculpture
Teacher Resources:
<p>Technology Component (websites): Select artist and museum websites as per lesson: claes oldenberg, pop art</p>
<p>Resources: Powerpoint presentation of artists, art examples, history and techniques</p>
Teacher Notes:

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