

7th Grade Art

CREATIVE EXPRESSION: Students will create works of art that reflect unique interpretations, experiences, ideas and feelings. * Visual art forms refer to architecture and environmental art, ceramics, communication design, drawing, electronic arts, fine crafts, painting, photography, printmaking, sculpture.

Related Standard	6-8 Priority Standards	Bloom's Level	7 th Grade Indicators
N 2 IL 26 VA 1 CP 5	6-8-a. <u>Discriminate</u> between the characteristics of visual art media, techniques, and processes for the purpose of choosing the most appropriate combination to communicate artistic ideas.	4	Create a sense of energy; elements interact within, through, over, under and between the subject(s). Crop to emphasize important details. Alter point of view to add excitement or tension. Use elements to illustrate personality. Make artwork that represents and/or interprets the unique qualities you admire in your subject. Choose the best approach to the subject: realistic, fragmented, distorted etc.
N 3 IL 26 VA 1 CP 2	6-8-b. <u>Design</u> and <u>execute</u> visual art works of various forms that analyze and synthesize inspiration from professional art works, cultural influences, life experiences, observation and/or imagination.	6	Recall past experiences and the emotional impact. Analyze successful elements of professional works. Choose personal images and objects from home. Respond creatively and problem-solve during the art making process. Observe from life or photographic references. Compare/contrast artistic approaches across cultures. Recognize historical reasons for vessel forms.
N 1 IL 26 VA 1 CP 2 CP 6	6-8-c. <u>Combine</u> various materials with the expressive qualities of the elements and principles of design to explore different styles in their work.	3	Arrange elements to create movement and guide the viewer through the work. Fill the space in a balanced way (2-D). Create an even and balanced form (3-D). Create an obvious focal point or center of interest. Balance and unify color(s). Use shading-- light, medium and dark color values in layers- to create volume. Create surface textures and details in any medium. Build "in the round"... guided by a template/plan.
	Big Ideas		All students have the ability to be creative. In art class students learn to use materials to express their ideas and create original, visual works of art.
	Essential Questions		What is creativity? What is self-expression?

CRITICISM AND AESTHETICS: Students will reflect upon and assess the characteristics and merits of art works.

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N 5 IL 25 VA 3 CP 2	6-8-a. <u>Articulate</u> and <u>justify</u> personal perceptions of value and/or meaning in works of visual art to <u>demonstrate</u> informed judgment (elements and principles of design, art styles and theories).	5	Identify compositional elements and principles in a work of art: line, shape, texture, color, space; value, contrast, pattern, rhythm, movement, balance, emphasis, unity, variety Self-evaluate individual artwork in process (formative) and at completion (summative) by considering a final set of expectations (project rubric). Complete a written self-reflection for works of art created.
N 5 IL 25 VA 3 CP 6	6-8-b. <u>Critique</u> their own work and the work of others based upon specific aesthetic criteria.	5	Use elements and principles vocabulary and a final set of expectations (project rubric) to peer review and receive constructive criticism during the creative process.
N 5 IL 27 VA 2 CP 5	6-8-c. <u>Understand</u> and <u>demonstrate</u> acceptable rules of behavior when attending visual arts events (e. g., museum and gallery exhibits, artists' demonstrations, artists' lectures). This could be an interdisciplinary trip.	2	Viewing a work of art in a public space requires respect for everyone's viewing experience (quiet, taking turns in front of the work) Truly observing a work of art requires not only close observation of subject and technique, it requires us to make and think about our personal connections. Our opinions will be considered by others more when we can explain them using art vocabulary.
N 3 IL 27 VA 2 CP 2 CP 5	6-8-d. <u>Evaluate</u> work, from their own and other cultures and historical periods, that uses elements and principles of design to persuade and influence.	5	Analyze the overall impact of a work of art using the elements and principles to determine what influence the artist is trying to have on the viewer. Identify the unique characteristics of ceramic forms and the related historical significance of the forms.
N 6 IL 27 VA 2 CP 5	6-8-e. <u>Investigate</u> the skills necessary to work as a professional artist or with a visual arts approach to ones work responsibilities.	4	Revisit and rework areas at teacher suggestion 'Conference' or 'critique' with the teacher while your work is in progress to get feedback. Ask for help when you needed it. Complete work to the absolute best of your ability . Work with confidence to problem-solve, experiment and learn techniques to reach a creative goal/idea.
N 3 IL 25 VA 3 CP 7	6-8-f. <u>Use</u> appropriate vocabulary to <u>explain</u> ideas and <u>demonstrate</u> understanding in the visual	3	See Vocabulary List Students complete written project reflections as a common assessment.
	Big Ideas		Students should be able to use the language of art (elements and principles) to defend their views about works of art.
	Essential Questions		What is "good" art?

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CULTURAL HERITAGE: Students will understand the cultural contributions (social, ethical, political, religious) of the arts, how the arts shape and are shaped by prevailing cultural and social beliefs and values, and recognize exemplary works from a variety of cultures and historical periods.

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N 4 IL 27 VA 2 CP 3 CP 5	6-8-a. <u>Describe</u> cultural values expressed in art works and <u>compare/contrast</u> those values with their own daily experience.	2,4	Recognize that artists create work that is an interpretation of their surroundings. Become familiar with works of art that convey the personality of the artist.
N 4 IL 27 VA 2 CP 3	6-8-b. <u>Recognize</u> why works of art from across cultures and historical eras should be available for all to see: museums, auditoriums, theatres, books and poetry, etc.	1	Recognize that art captures the attitudes and values of a culture. Identify works of art whose subject matter was motivated by current events (at the time the work was created). Discuss the important role art galleries and museums play in human development and culture.
	Big Ideas		Works of art reflect the values of the culture and the time period.
	Essential Questions		What do people/societies value? (present and past) What art do you value? Why do people make art?

CIVIL BEHAVIOR IN ART: Students will demonstrate qualities related to the District Civil Behavior initiative: responsibility, motivation, positive attitude, excellence and empathy.

Related Standard	6-8 Priority Standards	Bloom's Level	7 th Grade Indicators
N 2 IL 26 VA 1 CP 5	6-8-a. Use materials and tools in a safe and responsible manner while making art and keeping the art room clean.		Use art tools and materials safely, as the teacher demonstrates. Clean up after yourself and as a team. Remain attentive during discussions, presentations, and demonstrations and follow directions given during those times.
N 3 IL 26 VA 1 CP 2	6-8-b. Respect the studio environment of the art room and the ideas and artwork of others, while learning to critique in a way that supports the creative process.		All ideas in art have value. Everyone wants to make art that is appreciated, so complement others on the successful parts of their work. Know the goals of the artist; make constructive comments that can help the artist make improvements; share ideas and knowledge that can be helpful.
N 1 IL 26 VA 1 CP 2 CP 6	6-8-c. Demonstrate self-motivation to achieve personal best quality in all work with persistent attention to details and craftsmanship.		Make art without being afraid to try new things. Try again if you do not like the first try. Turn a mistake into a new idea. Learn from your mistakes, so you do not repeat them. Identify specific areas of your art to improve, and ask for help. Do NOT give up. Complete projects within a specific time frame (consideration given for developmental differences).
N 6 IL 27 VA 2 CP 5	6-8-d. Demonstrate awareness that works of art can elicit empathy and become a catalyst to generate action that brings about positive change in the lives of others.		Discuss and create art that communicates ideas; brings attention to an idea or a problem; informs; persuades others to take positive action and change.
	Big Ideas		Successful artists are observant, motivated, risk takers, persistent and resilient. Being part of a creative community requires responsibility.
	Essential Questions		How do your choices about your behavior impact your art making and the art making of others?

4/17/12