

	<b><u>CURRICULUM</u></b> <i>End Product of Learning, "What" You Teach</i>			<b><u>INSTRUCTION</u></b> <i>Means to the End Product, "How" You Teach</i>	<b><u>ASSESSMENT</u></b> <i>Validation to Revise Curriculum &amp; Instruction</i>
<b>TIME FRAME</b> [By Date/Week/Month]	<b>STANDARD OR BENCHMARK</b>	<b>CONTENT:</b> What we want students to "KNOW".	<b>SKILL:</b> What we want students to "DO".	<b>Varied Teaching/Learning Strategies</b> <b>Resources/Comments</b>	<b>Varied Classroom Assessment Strategies</b>
	<p>25.A.3d Visual Arts: Identify and describe the elements of value, perspective and color schemes; the principles of contrast, emphasis and unity; and the expressive qualities of thematic development and sequence.</p> <p>25.A.3e Visual Arts: Analyze how the elements and principles can be organized to convey meaning through a variety of media and technology.</p> <p>26.A.3e Visual Arts: Describe how the choices of tools/technologies and processes are used to create specific effects in the arts.</p>	<p>Introduction to one point perspective. All diagonals go to the vanishing point. All vertical and horizontal line are parallel.</p> <p>Rules of perspective as used in paintings with cityscapes. Elements and principles of art as applied to painting from observation. Artists use technology to produce art including the use of an overhead projector for enlarging an image</p> <p>Subtractive printing in a repeat pattern.</p> <p>Printing equipment including carving tools,</p>	<p>Draw an interior room illustrating a floor, ceiling, and three walls. Include three patterned surfaces and objects with unrealistic size relationships.</p> <p>Carve line into a printing plate. 1. ink plate and print the raised areas in a pattern. 2. hand color printing plate and make a new print. Draw a grid. Create a tessellate Trace tessellate in each grid square.</p> <p>Build a free standing sculpture from wood scraps and finish by painting and adding detail later with paint markers</p>	<p>Teacher demonstration of techniques and discussion of perspective as seen in paintings in our poster collection.</p> <p>Observe patterns in fabric.</p> <p>Look at the work of Dutch artist Escher.</p>	Teacher evaluation

Course/Subject: Art		CURRICULUM MAP			Grade: 7
	<p>26.B.3d Visual Arts: Demonstrate knowledge and skills to create 2- and 3-dimensional works and time arts (e.g., film, animation, video) that are realistic, abstract, functional and decorative.</p> <p>27.A.3a Identify and describe careers and jobs in and among the arts and how they contribute to the world of work.</p> <p>27.A.3b Compare and contrast how the arts function in ceremony, technology, politics, communication and entertainment.</p> <p>27.B.3 Know and describe how artists and their works shape culture and increase understanding of societies, past and present.</p>	<p>brayers and inks.</p> <p>Understand tessellations as used in art.</p> <p>Additive sculpture using found objects.</p> <p>Study Scottish, environmental artist Andy Goldsworthy. Understand the variety of art genres and how artists find their own means of expression.</p> <p>Islamic pattern as related to Arab culture.</p>	<p>Design a collaborative installation using natural materials on school grounds in the style of Andy Goldsworthy. Document with photography.</p> <p>Create geometric and organic patterns.</p>	<p>Watch movie “Rivers and Tides”.</p> <p>See video of Arab art and culture as seen in architecture.</p>	