

“Visual Narratives”- Seventh Grade Art - One Trimester Course

**Mapping of Units: Course Description**

The following overview provides a brief description of each project within their units that will be taught and how they pertain to this thematic course of study. The curriculum is broken down into three units of study by art medium. Each unit is four weeks long and begins with drawing, continues with sculpture and painting, and concludes with illustration and a critique that thematically follows the rest of the course.

**Unit Description**

**Unit 1: Core Drawing** is designed to equip students with the basic necessary techniques to be successful at drawing. The first project, *Recycled Mona*, focuses on line, shape, developing composition, and shading within the created shapes. These are drawing processes necessary to just about any type of drawing. Students must come up with an idea first and then are taught the necessary processes to develop that idea. This will teach students that art is a combination of having an idea and then using one of the processes of design to express that idea. Conceptually, this project deals with image recycling and transformation to construct a new visual narrative. The Second project, *Futurama*, builds upon students’ understanding of developing a composition by teaching them how to arrange and create a sense of space within their line work. Line and shape work build in complexity as students are asked to design and create a city of the future. Two-point perspective is the process that is then taught to help the students understand space and perspective as they develop the narrative, which is an architectural design proposal. Students work to capture a sense of three-dimensionality within a two dimensional surface, paper.

**Unit 2: Sculpture and Painting:** This unit begins by working with a three dimensional media, clay, and concludes with painting. Both projects are connected to language arts and literature through personification and allegory. Within *slab sculpture* students are taught techniques that are crucial to ceramics as they put a ceramic sculpture together. The students must come up with a title and artist statement that is examples of personification, answering how the sculpture personifies them. *Still life Stories* strengthens students understanding of drawing shapes and developing composition as the project begins by creating a still life drawing, teaching techniques necessary to still lives – scale, proportion, shape, and composition. This project begins to make connections to math – ratios and fractions. Students’ artist statements are essentially the story behind their still lives. Both their titles and artists statements need to be examples of allegory, stating the underlying meaning of their drawing, what they are trying to say through the drawing, and not just descriptive. The final week within this unit is devoted to painting both the sculptures and drawing; as mood is taught to help them better understand the expressive use of color, and to help them completely transform their narrative into one that is visual.

**Unit 3: Constructing and Interpreting Meaning, Advanced Drawing:** This final unit really only focuses on one project, *New Story*. This project combines and utilizes all drawing techniques while maintaining the narrative theme of the curriculum. The previous concepts of image recycling / transformation and visual narratives are both revisited and reinforced within this last project. As concepts are reinforced students learn about art history and the narrative aspects of an artists’ intent to make art throughout history. Within *New Story*, students select two famous artwork, combine, and transform them to create a new artwork. Students have to research the two artworks and learn about the artists’ intent, what they wished to say through their artwork, and create a new title and new story/artist statement to summarize their own intentions as student artists. *New Story* is essentially their artist statement, stating what they want to say through their drawing that has visually and conceptually been recycled. All previous drawing techniques are built upon, being reinforced and strengthened, within this project. The final *critique* for this project is an interpretive critique in which students look at their peers drawings and create their own stories.

## Unit Map

<b>Unit 1 Core Drawing</b> “Recycled Mona” “Futurama”	<u>4 weeks</u> 2 weeks 2 weeks
<b>Unit 2 Sculpture and Painting</b> “Slab Sculpture” “Still Life Stories”	<u>4 weeks</u> 2 weeks 2 weeks
<b>Unit 3 Constructing and Interpreting Meaning, Advanced Drawing</b> “New Story” “Critique”	<u>4 weeks</u> 3 weeks 1 week