



7th Grade Art

Curriculum Guide

Scranton School District

Scranton, PA

7th grade art

Prerequisite :6th grade art

Course Description: 7th grade art students will continue developing their art skills through kinesthetic art production, art history, critical response and aesthetic awareness. They will demonstrate an increase in subject specific vocabulary as well as grade appropriate PSSA ELA vocabulary. This year will allow students to acquire increasing complex procedural knowledge, strengthen sequential skills, and craftsmanship in art making while they explore an expanded range of mediums.

The Scranton School District Middle School Art Curriculum follows the national and state Visual Arts Curriculum requirements. Students should be able to:

1. Understand and apply media, techniques and processes.
2. Develop increasingly sophisticated creative strategies, skills, and habits of mind through artistic practices.
3. Possess artistic literacy toward analyzing established works of art and creating unique works of art.
4. Develop aesthetic judgment which promotes higher level art making
5. Interpret meaning and purpose of visual art.
6. Appreciate diverse perspectives which contribute to art over time.
7. Understand Historical context which connects artistic movements, schools of art and cultural interaction.

Year-at-a-glance

Subject: Art 7	Grade Level 7	Date Completed:8-5-19
-----------------------	----------------------	------------------------------

1st Quarter

Topic	Resources	CCSS
Color Theory / Painting Color wheel	Microsoft Office / Projected Presentation / variety of necessary project-based art making materials.	9.1.A/B/C/D/E 9.2.A/B/C/D/E/F/J/K/L (art history)
Drawing - 1 Point Perspective Value scale	Microsoft Office / Projected Presentation / variety of necessary project-based art making materials.	9.1.A/B/C/D/E 9.2.A/B/C/D/E/F/J/K/L (art history)

2nd Quarter

Topic	Resources	CCSS
Radial Symmetry/ Mixed Media Abstract Art Elements of Art	Microsoft Office / Projected Presentation / variety of necessary project-based art making materials.	9.1.A/B/C/D/E 9.2.A/B/C/D/E/F/J/K/L (art history)
Printmaking	Microsoft Office / Projected Presentation / variety of necessary project-based art making materials.	9.1.A/B/C/D/E 9.2.A/B/C/D/E/F/J/K/L (art history)

3rd Quarter

Topic	Resources	CCSS
Portraiture	Microsoft Office / Projected Presentation / variety of necessary project-based art making materials.	9.1.A/B/C/D/E 9.2.A/B/C/D/E/F/J/K/L (art history)
Drawing-Illustrating from Life/ Landscape specific	Microsoft Office / Projected Presentation / variety of necessary project-based art making materials.	9.1.A/B/C/D/E 9.2.A/B/C/D/E/F/J/K/L (art history)

4th Quarter

Topic	Resources	CCSS
Watercolor Landscape	Microsoft Office / Projected Presentation / variety of necessary project-based art making materials.	9.1.A/B/C/D/E 9.2.A/B/C/D/E/F/J/K/L (art history)
Critiquing and Evaluating Works of Art	Microsoft Office / Projected Presentation / variety of necessary project-based art making materials	9.1.A/B/C/D/E 9.2.A/B/C/D/E/F/J/K/L (art history)

General Topic	Academic Standard(s)	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time
			Each class starts with a 10/15 minute art history lesson showing 4 various pieces of artwork to cover ELA and Math Standards through Art History, a basic math problem relating to chronology, measurements of time and space, dimensions and conversions.	Teacher prepared tests, quizzes, rubrics, etc. Series available assessments online. (Optional)	
Intro for the year.	9.1.B/C	Review basic rules, regulations and expectations for the year. Classroom procedures, an outline of expected projects.	<i>Resources:</i> Microsoft Office / Projected Presentation, variety of necessary project-based art making materials <i>Activities:</i> They may customize their folders and do	Pre-assessment of prior knowledge and past projects students were exposed to.	56 minutes

			a creative independent drawing.		
Unit 1 Color Theory Painting	9.1.A/B/C 9.2.A/B/C (art history) 6.1.8.A, B,H EL assessment anchors: -1 (Reading, Writing, Speaking) S1-Use of Information, S2 Informational Texts	<p><i>Essential Knowledge:</i> Color mixing skills to be demonstrated by adding and subtracting percentages of tints and shades to create secondary and tertiary colors. Measuring skills to be demonstrated when mapping out the wheel and dividing it into 12 equal parts. Rulers and measurement skills to be demonstrated when measuring out equal bars for various sets of colors on student created chart value scales, tones, complementary sets</p> <p><i>Content Specific Vocabulary:</i> Primary, Secondary, and tertiary colors. Complementary, Analogous, Monochromatic and Polychromatic colors Warm and cool colors, Tint, shade, tone, palette, primer, greyscale, liner brush, gesso</p>	<p><i>Resources:</i> Microsoft Office / Projected Presentation / variety of necessary project-based art making materials. color wheel sheet, primary colored paint, white and black paint, paint brushes, water, palettes, towels, aprons, manila & drawing paper, rulers, compasses, palette knives, watercolor paints, paper towels, pencils</p> <p><i>Suggested Activities:</i> 1. Color wheel 2. Teacher based project that allows students to demonstrate learned knowledge of color theory and correlates to the lessons objectives.</p>	Assessment based on general participation and student feedback/ Quiz on terminology and notes and topic based vocabulary/ Test assessment based on completed project aligned with standards based rubric	3-4 56 minute classes pending time and progress

		<i>PSSA vocabulary:</i> Analyze, Evaluate Connotation, Reasoning Relevance, Soundness Interpret, Objective Multimedia, Logical Accurate, Cohesion Purpose, Audience Citing, Plagiarism Paraphrase, Quote Evidence, Relevant, Critique			
Unit 2 Drawing 1 Point Perspective Value	9.1.A/B/C 9.2.A/B/C (art history) 6.1.8. A,B,H EL assessment anchors: 1 (Reading, Writing, Speaking) S1-Use of Information, S2 Informational Texts	<i>Essential Knowledge:</i> Appropriate use of tools to measure out proper dimensions and proportions to begin perspective drawing. Apply the concepts of 1 point perspective to create a successful drawing Effectively use value to demonstrate a light source and create a shape in perspective that is 3 dimensional. Draw, construct and describe geometrical figures and describe the relationships between them.	<i>Resources:</i> Microsoft Office / Projected Presentation / variety of necessary project-based art making materials.Compass, right triangle, ruler, 9X12, 12x18 drawing paper, drawing paper, kneaded erasers, tortillons, value scale, power point, Promethean board. <i>Suggested Activities:</i> Teacher designed project that correlates to the lessons objectives Value scale using a 2b pencil Shade 3-dimensional shapes according to a light source	Assessment based on general participation and student feedback/ Quiz on terminology and notes and topic based vocabulary/ Test assessment based on completed project aligned with standards based rubric	2- 3 56 minute classes

		<p><i>Definition:</i> The concept of one point perspective is relatively simple. One point perspective is a drawing method that shows how things appear to get smaller as they get further away, conveying towards a single ‘vanishing point’ on the horizon line. It is a way of drawing objects upon a flat piece of paper (or other drawing surface) so that they look three-dimensional and realistic.</p> <p><i>Content Specific Vocabulary:</i> Vanishing point, value scale, horizon line, parallel lines, vertical lines, horizontal lines, gradation, linear perspective, aerial perspective, true shape, foreshortening, forced perspective.</p> <p><i>PSSA Vocabulary</i> listed above is to be actively included throughout instruction.</p>	<p><i>Supplemental Reading/Artists:</i> “Perspective Drawing Made Easy” - M.C. Escher, Vincent Van Gogh, Leonardo DaVinci</p>		
Unit 3	9.1.A/B/C	<i>Essential Knowledge:</i>	<i>Resources:</i>		

<p>Radial Symmetry</p> <p>Elements of Art</p> <p>Abstract Art</p> <p>Mixed Media</p>	<p>9.2.A/B/C (art history)6.1.8.A, B,H</p> <p>EL assessment anchors: -1 (Reading, Writing, Speaking)</p> <p>S1-Use of Information, S2 Informational Texts</p>	<p>Students will demonstrate knowledge of Abstract Art, Radial Design and understanding of symmetry.</p> <p><i>Content Specific Vocabulary:</i></p> <p>Elements of Art - Line, Shape, Space, Value, Form, Texture, and Color.</p> <p>Movement, Abstract art, symmetry, Radial symmetry</p> <p><i>PSSA Vocabulary</i> listed above is to be actively included throughout instruction.</p>	<p>Microsoft Office / Projected Presentation / variety of necessary project-based art making materials.Appropriate size paper. 12” x 12” white drawing paper, pencil, ruler, eraser, compass if needed. For rendering purposes; colored pencils, watercolors, crayons, acrylic paint or pen and ink, tracing paper, teacher examples, Internet images of Mandala designs. Books on Mandala design</p> <p><i>Suggested Activities:</i></p> <p>Teacher designed project that correlates to the lessons objectives</p> <p><i>*example(s): Radial Design/ Abstraction, Mandalas History of the Mandala.</i></p> <p>Discussion about geometric and organic forms. Discussion of different cultures around the world that use mandalas in their spiritual practices. Discussion and brainstorming of different mediums to render the mandala</p>	<p>Assessment based on general participation and student feedback/ Quiz on terminology and notes and topic based vocabulary/ Test assessment based on completed project aligned with standards based rubric</p>	<p>3- 4 56 min.</p> <p>Classes</p>
--	---	--	--	---	------------------------------------

Unit 4 Printmaking Linoleum Reduction Block Printmaking	9.1.A/B/C 9.2.A/B/C (art history)6.1.8.A, B,H EL assessment anchors: -1 (Reading, Writing, Speaking) S1-Use of Information, S2 Informational Text	<p><i>Essential Knowledge:</i></p> <p>Students will demonstrate proper use of tools and materials for efficiency and safety.</p> <p>Students will demonstrate an understanding of Subtraction Block Printmaking process. Continuing to carve and remove more of the block before printing each color (layering process) The image is identifiable and color is intentionally placed to contribute to the design</p> <p>Students will demonstrate skill when distributing the appropriate amount of ink, spreading it evenly and applying it to the linoleum block .</p> <p>Students will label all prints appropriately with Title, series #, name & date.</p> <p>Students will use all materials appropriately and use take responsibility for clean up.</p> <p><i>Content Specific Vocabulary</i> Printmaking, Linoleum print, edition, plate, printing press, brayer, bench hook, ink, Registration, One-Off</p>	<p><i>Resources:</i></p> <p>Microsoft Office / Projected Presentation / variety of necessary project-based art making materials.</p> <p>Teacher examples, 9x12 drawing paper, pencils, linoleum blocks, linoleum block carving tools, printmaking ink in variety of colors, brayers, inking trays</p> <p><i>Suggested Activities:</i></p> <p>*Teacher designed project that correlates to the lessons objectives relating to the printmaking unit</p> <p><i>Supplemental Texts/Artists</i> “Perspectives on Contemporary Printmaking”, Jacques Callot, Andy Warhole, Albrecht Durher Katsushika Houkusai</p>	Assessment based on general participation and student feedback/ Quiz on terminology and notes and topic based vocabulary/ Test assessment based on completed project aligned with standards based rubric	3-4 56 min. Classes
--	--	---	--	--	------------------------

		<i>PSSA Vocabulary</i> listed above is to be actively included throughout instruction.			
Unit 5 Portraiture	9.1.A/B/C 9.2.A/B/C (art history) 6.1.8.A, B, H EL assessment anchors: -1 (Reading, Writing, Speaking) S1-Use of Information, S2 Informational Text	<p><i>Essential Knowledge:</i> The students will begin the portrait with a contour drawing for accurate placement and proportion. The student will demonstrate knowledge of lighting and value to create dimension. Proper use of gridding and measurement for accurate scale and proportion.</p> <p><i>Content Specific Vocabulary:</i> Portrait, self-portrait, expression, portraiture, profile, full-length, value, color, space</p> <p><i>PSSA Vocabulary</i> listed above is to be actively included throughout instruction.</p>	<p><i>Resources:</i> Microsoft Office/Projected Presentation, variety of necessary project-based art making materials. Drawing paper, manila paper, 12” and 24” rulers, sharpie markers , pencils, erasers, kneaded erasers, magazine photos of portraits.</p> <p><i>Suggested Activities:</i> Draw, label and use a grid as a reference and to aid accuracy of placement of facial features and proportion, contour drawing of the face, light and value studies.</p> <p><i>Supplemental Reading/Artists:</i> “Drawing on the Right Side of the Brain”, Frida Kahlo, Vincent VanGogh,</p>	Assessment based on general participation and student feedback/ Quiz on terminology and notes and topic based vocabulary/ Test assessment based on completed project aligned with standards based rubric	3- 4 56min. Classes
Unit 6					

Drawing- Illustrating from Life/ Landscape specific	9.1.A/B/C 9.2.A/B/C (art history)6.1.8.A, B,H EL assessment anchors: -1 (Reading, Writing, Speaking) S1-Use of Information, S2 Informational Texts	<p><i>Essential Knowledge:</i> How to illustrate a realistic landscape utilizing the rules of design and elements of art. How to incorporate established styles and individuals to better communicate the intended image.</p> <p><i>Content Specific Vocabulary:</i> Abstract Art, Color, line, shape, value, texture, Synesthete, Imagery. Oil pastels, Blending, background, middle ground, foreground, aerial perspective.</p> <p><i>PSSA Vocabulary</i> listed above is to be actively included throughout instruction.</p>	<p><i>Resources:</i> Subject appropriate Texts, various paper sizes, pencils, erasers, oil pastels.</p> <p><i>Suggested Activities:</i> Produce a color study inspired by Wassily Kandinsky's "Color Study, Squares with Concentric Circles.", Landscape drawings reflective various terrain, weather, flora and fauna.</p> <p><i>Supplemental Reading/ Artists</i> : "Wassily Kandinsky: Concerning the Spiritual in Art and, Point and Line to Plane" Pieter Brueghel the Elder, J.M.W. Turner. Katsushika Hokusai, Thomas Cole, Frederic Remington</p>	Assessment based on general participation and student feedback/ Quiz on terminology and notes and topic based vocabulary/ Test assessment based on completed project aligned with standards based rubric *Orchestrate a detailed analysis and assessment of the pieces in the classroom. Have the students critique each other focusing on the methods and practices used in the project.	3-4 56 minute classes
Unit 7		<i>Essential Knowledge:</i>	<i>Resources:</i>		

Water color	<p>8.1.A.C - (Art History Component in Historic Context)</p> <p>EL assessment anchors: -1 (Reading, Writing, Speaking)</p> <p>S1-Use of Information, S2 Informational Texts</p>	<p>The students will understand and demonstrate the fundamentals of landscape painting.</p> <p>Students will demonstrate proper procedures for handling specific art supplies.</p> <p>Students will demonstrate retention of various watercolor technique.</p> <p><i>Content Specific Vocabulary:</i> Landscape, Horizon line Foreground, Middleground , Background, Silhouette, Cropping, Format, Warm Color Palette, Cool color palette, scumbling, stippling, wet applique, dry applique, color lift, graded wash, flat wash, dry brush, farulle, stain. <i>PSSA vocabulary</i> listed above is to be actively included throughout instruction.</p>	<p>Watercolor paints, paint brushes, cups for water, paper towels, Promethean board, Powerpoint, necessary technology.</p> <p><i>Suggested Activities:</i> Color Study and Technique Page illustrated various design styles. Finish landscape or subjective character piece/still life utilizing multiple watercolor techniques.</p> <p><i>Supplemental Reading/Artists:</i> Eric Carle, Jean Pederson, Vincent VanGogh, Beatrix Potter, Arthur Rackham, Charlie Mackesy</p>	<p>Assessment based on general participation and student feedback/ Quiz on terminology and notes and topic based vocabulary/ Test assessment based on completed project aligned with standards based rubric</p>	<p>3-4 56 minute classes pending time and progress</p>
Unit 8	8.1.A.C - (Art History	<i>Essential Knowledge:</i>	<i>Suggested Activities:</i>	Assessment based on general participation	

<p>Critiquing and Evaluating Works of Art</p>	<p>Component in Historic Context)9.3.A-F</p> <p>EL assessment anchors: -1 (Reading, Writing, Speaking)</p> <p>S1-Use of Information, S2 Informational Texts</p>	<p>Students will demonstrate an understanding of the various categories, themes and guidelines in art criticism.</p> <p>Students will criticize a work of art.</p> <p><i>Content Specific Vocabulary:</i> Understanding, Context, Balance, Judgement, Analysis, Interpretation, Definition, Emphasis, Proportion, Rhythm, Motivation, Aesthetic, Stylistic.</p> <p><i>PSSA vocabulary</i> listed above is to be actively included throughout instruction.</p>	<p>A successful art critique can include these steps:</p> <p>Description: Literally, everything you see.</p> <p>Analysis: The principles of art organize the elements of art. Look for the principles of art.</p> <p>Interpretation: The meaning, mood or idea communicated to the viewer.</p> <p>Judgement: Base your judgement on the first three steps and the aesthetic theory(s) you choose.</p> <p>Critique activity - critique a) own work, b) another's work c) established work.</p> <p><i>Supplemental Reading/Media</i></p> <p>"Art Criticism 101: You too can be an Art Critic", video files - "How to Critique" PBS Digital Studio, "Children's Book Illustration Portfolio Critique" - "College Admissions Portfolio Critique" - Art Prof - YOUTUBE</p>	<p>and student feedback/ Quiz on terminology and notes and topic based vocabulary/ Test assessment based on completed project aligned with standards based rubric</p>	<p>1 - 56 minute class</p>
---	---	---	---	---	----------------------------

