			Art Grade 7 Unit #1
Course/Subject: Art	Grade: 7		Suggested Timeline: 45 Day course

Grade Level Summary	In this course, students focus on further developing art skills, vocabulary, creativity, and concepts of design. Two-dimensional lessons may include painting, collage, drawing, and printmaking. Three-dimensional projects may include functional or sculptural ceramic experiences. Art history, art appreciation, and art criticism are integrated into the lessons as a framework of the curriculum.
Grade Level Units	Unit 1: The Elements and Principles of Art Unit 2: Clay/3-D sculpture Unit 3: Watercolors/Paint Unit 4: Still Life Unit 5: Pop Art Unit 6: Multicultural Art Unit 7: Landscapes Unit 8: Figure Drawing Unit 9: Cubism

Unit Title	The Elements and Principles of Art
Unit Summary	Document the reflective process and explain how reflection assists in integrating knowledge, solving problems and synthesizing ideas.

Unit Essential Questions: <ol style="list-style-type: none"> How do artists use the elements and principles as tools for artistic expression? How does a reflective, creative process unfold over time? 	Key Understandings: <ol style="list-style-type: none"> The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced. The artist's creative process is reflective work that happens over time to integrate knowledge, solve problems, and synthesize ideas.
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Focus Standards Addressed in the Unit:	
Standard Number	Standard Description
9.1.8.A	Know and use the elements and principles of each art form to create works in the arts and humanities.
9.1.8.B	Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
9.1.8.C	Identify and use comprehensive vocabulary within each of the arts forms.

9.1.8.E	Communicate a unifying theme or point of view through the production of works in the arts.
9.1.8.H	Demonstrate and maintain materials, equipment and tools safely at work and performance spaces. <ul style="list-style-type: none"> ● Analyze the use of materials. ● Explain issues of cleanliness related to the arts. ● Explain the use of mechanical/electrical equipment. ● Demonstrate how to work in selected physical space/environment. ● Demonstrate the selection of safe props/stage equipment. ● Demonstrate methods for storing materials in the arts.
9.2.8.D	Analyze a work of art from its historical and cultural perspective.

Important Standards Addressed in the Unit:

9.1.8.D	Demonstrate knowledge of at least two styles within each art form through performance or exhibition of unique works.
9.1.8.J	Incorporate specific uses of traditional and contemporary technologies within the design for producing, performing and exhibiting works in the arts or the works of others. <ul style="list-style-type: none"> ● Explain and demonstrate traditional technologies (e.g., paint, tools, sponges, weaving designs, instruments, natural pigments/glazes). ● Explain and demonstrate contemporary technologies (e.g., MIDI keyboards, Internet design, computers, interactive technologies, audio/sound equipment, board-mixer, video equipment, computerized lighting design).
9.2.8.C	Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others).
9.2.8.F	Know and apply appropriate vocabulary used between social studies and the arts and humanities.
9.2.8.G	Relate works in the arts to geographic regions: <ul style="list-style-type: none"> ● Africa ● Asia ● Australia ● Central America ● Europe ● North America ● South America

Misconceptions:	Proper Conceptions:
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<p>Each element of art has to be focused on individually; that they are not related to each other.</p> <p>Students will remember each all of the elements since we talk about them every year.</p> <p>Colors of objects do not change.</p> <p>How to make sure that all students grasp the concepts to be able to effectively transition this information to their project.</p>	<p>Planning ideas is essential for successful outcomes on the products produced in class.</p>
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Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> • The basic color wheel including Color Schemes • Variations of Line, Pattern • Shapes • Symmetry vs. Asymmetry 	<ul style="list-style-type: none"> • Geometric Shapes • Drawing symmetrical designs • Proper paint mixing for desired colors • Measuring with a ruler, compass • Looking at foreground, middleground, background of the composition checking for focal point, movement, balance, symmetry, etc. 	<ul style="list-style-type: none"> • Collaborating with students to for visual assistance on projects and brainstorming ideas. • Critically thinking about concepts and art styles taught and how to incorporate those techniques into their pieces of art.

Academic Vocabulary:

<ul style="list-style-type: none"> • Line • Shape • Color • Form • Value • Space • Texture 	<ul style="list-style-type: none"> • Balance • Contrast • Emphasis • Movement • Pattern • Rhythm • Unity • Composition 	<ul style="list-style-type: none"> • Primary Colors • Secondary Colors • Intermediate Colors • Complementary Color • Analogous Colors • Tint • Shade
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Assessments:

<ul style="list-style-type: none"> • Various Exercises/practice of techniques to help with production of art. • Sketches for possible designs • Rubrics for projects

Differentiation:

<ul style="list-style-type: none"> • Assignment adapted to meet the students needs. • Assignments/Projects adapted to meet the students needs. A more simple design could be created. Less colors required for painting the design,


Interdisciplinary Connections:

<ul style="list-style-type: none"> • Math - Measuring accuracy • Social Studies - Discussion on how various elements are used in art of different cultures. • English Language Arts - Writing about the art in various ways from Compare and Contrast, artist statements,
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Additional Resources:

- Websites on Elements and Principles of Art
- Books on Elements and Principles of Art

Created By: Melanie Carroll

			Art Grade 7 Unit #2
Course/Subject: Art	Grade: 7		Suggested Timeline: 45 Day course

Grade Level Summary	In this course, students focus on further developing art skills, vocabulary, creativity, and concepts of design. Two-dimensional lessons may include painting, collage, drawing, and printmaking. Three-dimensional projects may include functional or sculptural ceramic experiences. Art history, art appreciation, and art criticism are integrated into the lessons as a framework of the curriculum.
Grade Level Units	Unit 1: The Elements and Principles of Art Unit 2: Clay/3-D sculpture Unit 3: Watercolors/Paint Unit 4: Still Life Unit 5: Pop Art Unit 6: Multicultural Art Unit 7: Landscapes Unit 8: Figure Drawing Unit 9: Cubism

Unit Title	Clay/3-D Sculpture
Unit Summary	Document the reflective process and explain how reflection assists in integrating knowledge, solving problems and synthesizing ideas.

Unit Essential Questions: <ol style="list-style-type: none"> How do artists use the elements and principles as tools for artistic expression? How does a reflective, creative process unfold over time? 	Key Understandings: <ol style="list-style-type: none"> The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced. The artist's creative process is reflective work that happens over time to integrate knowledge, solve problems, and synthesize ideas.
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Focus Standards Addressed in the Unit:	
Standard Number	Standard Description
9.1.8.A	Know and use the elements and principles of each art form to create works in the arts and humanities.
9.1.8.B	Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

9.1.8.C	Identify and use comprehensive vocabulary within each of the arts forms.
9.1.8.E	Communicate a unifying theme or point of view through the production of works in the arts.
9.1.8.H	Demonstrate and maintain materials, equipment and tools safely at work and performance spaces. <ul style="list-style-type: none"> ● Analyze the use of materials. ● Explain issues of cleanliness related to the arts. ● Explain the use of mechanical/electrical equipment. ● Demonstrate how to work in selected physical space/environment. ● Demonstrate the selection of safe props/stage equipment. ● Demonstrate methods for storing materials in the arts.
9.2.8.D	Analyze a work of art from its historical and cultural perspective.

Important Standards Addressed in the Unit:

9.1.8.D	Demonstrate knowledge of at least two styles within each art form through performance or exhibition of unique works.
9.1.8.J	Incorporate specific uses of traditional and contemporary technologies within the design for producing, performing and exhibiting works in the arts or the works of others. <ul style="list-style-type: none"> ● Explain and demonstrate traditional technologies (e.g., paint, tools, sponges, weaving designs, instruments, natural pigments/glazes). ● Explain and demonstrate contemporary technologies (e.g., MIDI keyboards, Internet design, computers, interactive technologies, audio/sound equipment, board-mixer, video equipment, computerized lighting design).
9.2.8.C	Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others).
9.2.8.F	Know and apply appropriate vocabulary used between social studies and the arts and humanities.
9.2.8.G	Relate works in the arts to geographic regions: <ul style="list-style-type: none"> ● Africa ● Asia ● Australia ● Central America ● Europe ● North America ● South America

Misconceptions:	Proper Conceptions:
How to make sure that all students grasp the concepts to be able to effectively transition this information to their project.	3-D Art can take on many forms - Assemblage, Installation, Sculptures made of stone, bronze, porcelain, wood or many other mediums.
3-D Art does not have to be large massive sculptures.	Planning ideas is essential for successful outcomes on the products produced in class.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> • The basic forms of 3-D Art • Shapes • Symmetry vs. Asymmetry • Kinetic vs. Stationary 	<ul style="list-style-type: none"> • Geometric Shapes • Drawing designs • Brainstorming to decide on the best material/medium for the sculpture. • Measuring with a ruler, compass 	<ul style="list-style-type: none"> • Collaborating with students to for visual assistance on projects and brainstorming ideas. • Critically thinking about concepts and art styles taught and how to incorporate those techniques into their pieces of art.

Academic Vocabulary:

<ul style="list-style-type: none"> • Shape • Form • Space • Texture • Kinetic • Assemblage 	<ul style="list-style-type: none"> • Balance • Contrast • Emphasis • Pattern • Composition 	<ul style="list-style-type: none"> • Installation • Sculpture • Coil • Score • Slip • Glaze
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Assessments:

<ul style="list-style-type: none"> • Practice with materials for 3-D project • Various Exercises/practice of techniques to help with production of art. • Sketches for possible designs • Rubrics for projects
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Differentiation:

<ul style="list-style-type: none"> • Assignment adapted to meet the students needs. • Assignments/Projects adapted to meet the students needs. A more simple design could be created. Less colors required for painting the design,


Interdisciplinary Connections:

<ul style="list-style-type: none"> • Math - Balancing of parts of sculpture. Measuring for accuracy of fitting pieces together. • Science - Materials that work well together. If outside sculpture, weather elements and how they will affect the art. • English Language Arts - Writing about the art in various ways from Compare and Contrast, artist statements,
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Additional Resources:

- Various websites on 3-D Art and artists
- Various websites on clay and artists
- Books on 3-D Art and Ceramics and various Artists (For example Louise Nevelson, Claes Oldenburg, Alexander Calder, Dale Chihuly, etc.)

Created By: Melanie Carroll

			Art Grade 7 Unit #3
Course/Subject: Art	Grade: 7		Suggested Timeline: 45 Day course

Grade Level Summary	In this course, students focus on further developing art skills, vocabulary, creativity, and concepts of design. Two-dimensional lessons may include painting, collage, drawing, and printmaking. Three-dimensional projects may include functional or sculptural ceramic experiences. Art history, art appreciation, and art criticism are integrated into the lessons as a framework of the curriculum.
Grade Level Units	Unit 1: The Elements and Principles of Art Unit 2: Clay/3-D sculpture Unit 3: Watercolors/Paint Unit 4: Still Life Unit 5: Pop Art Unit 6: Multicultural Art Unit 7: Landscapes Unit 8: Figure Drawing Unit 9: Cubism

Unit Title	Paints - Tempera, Watercolor, Acrylic
Unit Summary	Document the reflective process and explain how reflection assists in integrating knowledge, solving problems and synthesizing ideas.

Unit Essential Questions: <ol style="list-style-type: none"> How do artists use the elements and principles as tools for artistic expression? How does a reflective, creative process unfold over time? 	Key Understandings: <ol style="list-style-type: none"> The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced. The artist's creative process is reflective work that happens over time to integrate knowledge, solve problems, and synthesize ideas.
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Focus Standards Addressed in the Unit:	
Standard Number	Standard Description
9.1.8.A	Know and use the elements and principles of each art form to create works in the arts and humanities.
9.1.8.B	Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
9.1.8.C	Identify and use comprehensive vocabulary within each of the arts forms.

9.1.8.E	Communicate a unifying theme or point of view through the production of works in the arts.
9.1.8.H	Demonstrate and maintain materials, equipment and tools safely at work and performance spaces. <ul style="list-style-type: none"> ● Analyze the use of materials. ● Explain issues of cleanliness related to the arts. ● Explain the use of mechanical/electrical equipment. ● Demonstrate how to work in selected physical space/environment. ● Demonstrate the selection of safe props/stage equipment. ● Demonstrate methods for storing materials in the arts.
9.2.8.D	Analyze a work of art from its historical and cultural perspective.

Important Standards Addressed in the Unit:

9.1.8.D	Demonstrate knowledge of at least two styles within each art form through performance or exhibition of unique works.
9.1.8.J	Incorporate specific uses of traditional and contemporary technologies within the design for producing, performing and exhibiting works in the arts or the works of others. <ul style="list-style-type: none"> ● Explain and demonstrate traditional technologies (e.g., paint, tools, sponges, weaving designs, instruments, natural pigments/glazes). ● Explain and demonstrate contemporary technologies (e.g., MIDI keyboards, Internet design, computers, interactive technologies, audio/sound equipment, board-mixer, video equipment, computerized lighting design).
9.2.8.C	Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others).
9.2.8.F	Know and apply appropriate vocabulary used between social studies and the arts and humanities.
9.2.8.G	Relate works in the arts to geographic regions: <ul style="list-style-type: none"> ● Africa ● Asia ● Australia ● Central America ● Europe ● North America ● South America

Misconceptions: All types of paint are the same and the challenges artist face are the same depending on which you use.. How to make sure that all students grasp the concepts to be able to effectively transition this information to their project.	Proper Conceptions: Specific colors must be mixed together to get other desired colors. Planning ideas is essential for successful outcomes on the products produced in class. Specific rules must be followed depending you which type of paint you use.
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Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> • The basic color wheel including Color Schemes • Shapes • Symmetry vs. Asymmetry • Various Paint Techniques 	<ul style="list-style-type: none"> • Geometric Shapes • Drawing symmetrical designs • Proper paint mixing for desired colors • Measuring with a ruler, compass • Looking at foreground, middleground, background of the composition checking for focal point, movement, balance, symmetry, etc. 	<ul style="list-style-type: none"> • Collaborating with students to for visual assistance on projects and brainstorming ideas. • Critically thinking about concepts and art styles taught and how to incorporate those techniques into their pieces of art.

Academic Vocabulary:		
<ul style="list-style-type: none"> • Types of brushes • handle • Ferrule • Bristles • Crimp • Belly • Toe • wet-on-wet • Texture 	<ul style="list-style-type: none"> • Dry brush • impasto • Pattern • Composition • Color Schemes • Background • Middleground • Foreground 	<ul style="list-style-type: none"> • Primary Colors • Secondary Colors • Intermediate Colors • Complementary Color • Analogous Colors • Warm Colors • Cool Colors • Tint • Shade

Assessments:
<ul style="list-style-type: none"> • Paint Mixing practice • Various Exercises/practice of techniques to help with production of art. • Sketches for possible designs • Rubrics for projects


Differentiation:
<ul style="list-style-type: none"> • Assignment adapted to meet the students needs. • Assignments/Projects adapted to meet the students needs. A more simple design could be created. Less colors required for painting the design.

Interdisciplinary Connections:
<ul style="list-style-type: none"> • Math - Spacing of pieces of composition. Accuracy of measurements depending on the design. • Social Studies - Discussion of meanings or characteristics designs and their meanings in different cultures. • English Language Arts - Writing about the art in various ways from Compare and Contrast, artist statements,

Additional Resources:

- Various websites on Painting and artists associated with styles
- Books on Painting styles and Artists (For example Hudson River School, Paul Cezanne, Janet Fish, etc.)

Created By: Melanie Carroll

			Art Grade 7 Unit #4
Course/Subject: Art	Grade: 7		Suggested Timeline: 45 Day course

Grade Level Summary	In this course, students focus on further developing art skills, vocabulary, creativity, and concepts of design. Two-dimensional lessons may include painting, collage, drawing, and printmaking. Three-dimensional projects may include functional or sculptural ceramic experiences. Art history, art appreciation, and art criticism are integrated into the lessons as a framework of the curriculum.
Grade Level Units	Unit 1: The Elements and Principles of Art Unit 2: Clay/3-D sculpture Unit 3: Watercolors/Paint Unit 4: Still Life Unit 5: Pop Art Unit 6: Multicultural Art Unit 7: Landscapes Unit 8: Figure Drawing Unit 9: Cubism

Unit Title	Still Life
Unit Summary	Document the reflective process and explain how reflection assists in integrating knowledge, solving problems and synthesizing ideas.

Unit Essential Questions: <ol style="list-style-type: none"> How do artists use the elements and principles as tools for artistic expression? How does a reflective, creative process unfold over time? 	Key Understandings: <ol style="list-style-type: none"> The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced. The artist's creative process is reflective work that happens over time to integrate knowledge, solve problems, and synthesize ideas.
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Focus Standards Addressed in the Unit:	
Standard Number	Standard Description
9.1.8.A	Know and use the elements and principles of each art form to create works in the arts and humanities.
9.1.8.B	Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
9.1.8.C	Identify and use comprehensive vocabulary within each of the arts forms.

9.1.8.E	Communicate a unifying theme or point of view through the production of works in the arts.
9.1.8.H	<p>Demonstrate and maintain materials, equipment and tools safely at work and performance spaces.</p> <ul style="list-style-type: none"> • Analyze the use of materials. • Explain issues of cleanliness related to the arts. • Explain the use of mechanical/electrical equipment. • Demonstrate how to work in selected physical space/environment. • Demonstrate the selection of safe props/stage equipment. • Demonstrate methods for storing materials in the arts.
9.2.8.D	Analyze a work of art from its historical and cultural perspective.

Important Standards Addressed in the Unit:

9.1.8.D	Demonstrate knowledge of at least two styles within each art form through performance or exhibition of unique works.
9.1.8.J	<p>Incorporate specific uses of traditional and contemporary technologies within the design for producing, performing and exhibiting works in the arts or the works of others.</p> <ul style="list-style-type: none"> • Explain and demonstrate traditional technologies (e.g., paint, tools, sponges, weaving designs, instruments, natural pigments/glazes). • Explain and demonstrate contemporary technologies (e.g., MIDI keyboards, Internet design, computers, interactive technologies, audio/sound equipment, board-mixer, video equipment, computerized lighting design).
9.2.8.C	Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others).
9.2.8.F	Know and apply appropriate vocabulary used between social studies and the arts and humanities.
9.2.8.G	<p>Relate works in the arts to geographic regions:</p> <ul style="list-style-type: none"> • Africa • Asia • Australia • Central America • Europe • North America • South America

Misconceptions:	Proper Conceptions:
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<p>Colors of objects do not change.</p> <p>Shadows are dark objects next to objects.</p> <p>How to make sure that all students grasp the concepts to be able to effectively transition this information to their project.</p>	<p>A still life should contain numerous items that overlap.</p> <p>Planning ideas is essential for successful outcomes on the products produced in class.</p>
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Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> • The basic color wheel including Color Schemes • Variations of Line, Pattern • Shapes • Symmetry vs. Asymmetry 	<ul style="list-style-type: none"> • Geometric Shapes • Drawing symmetrical designs • Proper paint mixing for desired colors • Measuring with a ruler, compass • Looking at foreground, middleground, background of the composition checking for focal point, movement, balance, symmetry, etc. 	<ul style="list-style-type: none"> • Collaborating with students to for visual assistance on projects and brainstorming ideas. • Critically thinking about concepts and art styles taught and how to incorporate those techniques into their pieces of art.

Academic Vocabulary:

<ul style="list-style-type: none"> • Line • Shape • Form • Value • Space • Balance • Contrast • Emphasis 	<ul style="list-style-type: none"> • Movement • Composition • Foreground • Middleground • Background • Primary Colors • Secondary Colors • Intermediate Colors 	<ul style="list-style-type: none"> • Complementary Color • Analogous Colors • Warm Colors • Cool Colors • Tint • Shade
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Assessments:

<ul style="list-style-type: none"> • 5 Thumbnail sketches for possible compositions • Various Exercises/practice of techniques to help with production of art. • Sketches for possible designs • Rubrics for projects

Differentiation:

<ul style="list-style-type: none"> • Assignment adapted to meet the students needs. • Assignments/Projects adapted to meet the students needs. A simpler design could be created. Less colors required for painting the design,


Interdisciplinary Connections:

<ul style="list-style-type: none"> • Math - Accurate measuring, symmetrical designs, using a compass • Social Studies - Meaning of pieces of a still life in Historical Paintings • English Language Arts - Writing about the art in various ways from Compare and Contrast, artist statements,
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Additional Resources:

<ul style="list-style-type: none"> • Various websites on Still Life Compositions • Websites on various materials that can be used to complete a composition. • Books on Still Life and Artists (For example Paul Cezanne, Janet Fish etc.)

Created By: Melanie Carroll

			Art Grade 7 Unit #5
Course/Subject: Art	Grade: 7		Suggested Timeline: 45 Day course

Grade Level Summary	In this course, students focus on further developing art skills, vocabulary, creativity, and concepts of design. Two-dimensional lessons may include painting, collage, drawing, and printmaking. Three-dimensional projects may include functional or sculptural ceramic experiences. Art history, art appreciation, and art criticism are integrated into the lessons as a framework of the curriculum.
Grade Level Units	Unit 1: The Elements and Principles of Art Unit 2: Clay/3-D sculpture Unit 3: Watercolors/Paint Unit 4: Still Life Unit 5: Pop Art Unit 6: Multicultural Art Unit 7: Landscapes Unit 8: Figure Drawing Unit 9: Cubism

Unit Title	Pop Art
Unit Summary	Document the reflective process and explain how reflection assists in integrating knowledge, solving problems and synthesizing ideas.

Unit Essential Questions: <ol style="list-style-type: none"> How do artists use the elements and principles as tools for artistic expression? How does a reflective, creative process unfold over time? 	Key Understandings: <ol style="list-style-type: none"> The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced. The artist's creative process is reflective work that happens over time to integrate knowledge, solve problems, and synthesize ideas.
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Focus Standards Addressed in the Unit:	
Standard Number	Standard Description
9.1.8.A	Know and use the elements and principles of each art form to create works in the arts and humanities.
9.1.8.B	Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
9.1.8.C	Identify and use comprehensive vocabulary within each of the arts forms.

9.1.8.E	Communicate a unifying theme or point of view through the production of works in the arts.
9.1.8.H	<p>Demonstrate and maintain materials, equipment and tools safely at work and performance spaces.</p> <ul style="list-style-type: none"> ● Analyze the use of materials. ● Explain issues of cleanliness related to the arts. ● Explain the use of mechanical/electrical equipment. ● Demonstrate how to work in selected physical space/environment. ● Demonstrate the selection of safe props/stage equipment. ● Demonstrate methods for storing materials in the arts.
9.2.8.D	Analyze a work of art from its historical and cultural perspective.

Important Standards Addressed in the Unit:

9.1.8.D	Demonstrate knowledge of at least two styles within each art form through performance or exhibition of unique works.
9.1.8.J	<p>Incorporate specific uses of traditional and contemporary technologies within the design for producing, performing and exhibiting works in the arts or the works of others.</p> <ul style="list-style-type: none"> ● Explain and demonstrate traditional technologies (e.g., paint, tools, sponges, weaving designs, instruments, natural pigments/glazes). ● Explain and demonstrate contemporary technologies (e.g., MIDI keyboards, Internet design, computers, interactive technologies, audio/sound equipment, board-mixer, video equipment, computerized lighting design).
9.2.8.C	Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others).
9.2.8.F	Know and apply appropriate vocabulary used between social studies and the arts and humanities.
9.2.8.G	<p>Relate works in the arts to geographic regions:</p> <ul style="list-style-type: none"> ● Africa ● Asia ● Australia ● Central America ● Europe ● North America ● South America

Misconceptions:

Proper Conceptions:

Pop Art has to have bright, bold colors. How to make sure that all students grasp the concepts to be able to effectively transition this information to their project.	Planning ideas is essential for successful outcomes on the products produced in class.
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Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> The basic color wheel including Color Schemes Variations of Line, Pattern Shapes Symmetry vs. Asymmetry 	<ul style="list-style-type: none"> Geometric Shapes Drawing symmetrical designs Proper paint mixing for desired colors Measuring with a ruler, compass Looking at foreground, middle-ground, background of the composition checking for focal point, movement, balance, symmetry, etc. 	<ul style="list-style-type: none"> Collaborating with students to for visual assistance on projects and brainstorming ideas. Critically thinking about concepts and art styles taught and how to incorporate those techniques into their pieces of art.

Academic Vocabulary:

<ul style="list-style-type: none"> Line Shape Color Form Value Space Texture 	<ul style="list-style-type: none"> Balance Contrast Emphasis Movement Pattern Rhythm Unity Composition 	<ul style="list-style-type: none"> Primary Colors Secondary Colors Intermediate Colors Complementary Color Analogous Colors Warm Colors Cool Colors Tint Shade
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Assessments:

<ul style="list-style-type: none"> Thumbnail sketches for composition. Various Exercises/practice of techniques to help with production of art. Sketches for possible designs Rubrics for projects
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Differentiation:


<ul style="list-style-type: none"> Assignment adapted to meet the students needs. Assignments/Projects adapted to meet the students needs. A simpler design could be created. Less colors required for painting the design,

Interdisciplinary Connections:

- Math - Measuring Accurately
- English Language Arts - Writing about the art in various ways from Compare and Contrast, artist statements,

Additional Resources:

- Various websites on Pop Art and Artists associated with the movement
- Books on Pop Art and Artists (For example Andy Warhol, Wayne Thiebaud, etc.)

			Art Grade 7 Unit #6
Course/Subject: Art	Grade: 7		Suggested Timeline: 45 Day course

Grade Level Summary	In this course, students focus on further developing art skills, vocabulary, creativity, and concepts of design. Two-dimensional lessons may include painting, collage, drawing, and printmaking. Three-dimensional projects may include functional or sculptural ceramic experiences. Art history, art appreciation, and art criticism are integrated into the lessons as a framework of the curriculum.
Grade Level Units	Unit 1: The Elements and Principles of Art Unit 2: Clay/3-D sculpture Unit 3: Watercolors/Paint Unit 4: Still Life Unit 5: Pop Art Unit 6: Multicultural Art Unit 7: Landscapes Unit 8: Figure Drawing Unit 9: Cubism

Unit Title	Multicultural Art
Unit Summary	Document the reflective process and explain how reflection assists in integrating knowledge, solving problems and synthesizing ideas.

Unit Essential Questions: <ol style="list-style-type: none"> How do artists use the elements and principles as tools for artistic expression? How does a reflective, creative process unfold over time? 	Key Understandings: <ol style="list-style-type: none"> The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced. The artist's creative process is reflective work that happens over time to integrate knowledge, solve problems, and synthesize ideas.
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Focus Standards Addressed in the Unit:	
Standard Number	Standard Description
9.1.8.A	Know and use the elements and principles of each art form to create works in the arts and humanities.
9.1.8.B	Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
9.1.8.C	Identify and use comprehensive vocabulary within each of the arts forms.

9.1.8.E	Communicate a unifying theme or point of view through the production of works in the arts.
9.1.8.H	<p>Demonstrate and maintain materials, equipment and tools safely at work and performance spaces.</p> <ul style="list-style-type: none"> • Analyze the use of materials. • Explain issues of cleanliness related to the arts. • Explain the use of mechanical/electrical equipment. • Demonstrate how to work in selected physical space/environment. • Demonstrate the selection of safe props/stage equipment. • Demonstrate methods for storing materials in the arts.
9.2.8.D	Analyze a work of art from its historical and cultural perspective.
9.2.8.G	<p>Relate works in the arts to geographic regions:</p> <ul style="list-style-type: none"> • Africa • Asia • Australia • Central America • Europe • North America • South America

Important Standards Addressed in the Unit:

9.1.8.D	Demonstrate knowledge of at least two styles within each art form through performance or exhibition of unique works.
9.1.8.J	<p>Incorporate specific uses of traditional and contemporary technologies within the design for producing, performing and exhibiting works in the arts or the works of others.</p> <ul style="list-style-type: none"> • Explain and demonstrate traditional technologies (e.g., paint, tools, sponges, weaving designs, instruments, natural pigments/glazes). • Explain and demonstrate contemporary technologies (e.g., MIDI keyboards, Internet design, computers, interactive technologies, audio/sound equipment, board-mixer, video equipment, computerized lighting design).
9.2.8.C	Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others).
9.2.8.F	Know and apply appropriate vocabulary used between social studies and the arts and humanities.

Misconceptions:	Proper Conceptions:
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Multicultural art is abstract. How to make sure that all students grasp the concepts to be able to effectively transition this information to their project.	Having reference materials or additional resources is helpful when planning out a project. Planning ideas is essential for successful outcomes on the products produced in class.
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Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> • Variations of Line, Pattern • Shapes • Symmetry vs. Asymmetry • Composition - creating Unity within it. 	<ul style="list-style-type: none"> • Geometric Shapes • Drawing symmetrical designs • Proper paint mixing for desired colors • Measuring with a ruler, compass 	<ul style="list-style-type: none"> • Collaborating with students to for visual assistance on projects and brainstorming ideas. • Critically thinking about concepts and art styles taught and how to incorporate those techniques into their pieces of art.

Academic Vocabulary:

<ul style="list-style-type: none"> • Line • Shape • Color • Form • Value • Space • Texture 	<ul style="list-style-type: none"> • Balance • Contrast • Emphasis • Movement • Pattern • Rhythm • Unity • Composition 	<ul style="list-style-type: none"> • Primary Colors • Secondary Colors • Intermediate Colors • Complementary Color • Analogous Colors • Warm Colors • Cool Colors • Tint • Shade
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Assessments:

<ul style="list-style-type: none"> • Various Exercises/practice of techniques to help with production of art. • Sketches for possible designs • Rubrics for projects

Differentiation:


<ul style="list-style-type: none"> • Assignment adapted to meet the student's needs. Adaptations will be made to meet the student's needs. • A simpler design could be created, less colors required for painting the design.

Interdisciplinary Connections:

- Math - Proportions, fractions. Measuring accurately
- English Language Arts - Writing about the art in various ways from Compare and Contrast, artist statements,

Additional Resources:

- Various websites on the culture being studied.
- Various Websites on artists who created the art in a similar style.
- Books on the country or culture and on Artists who created them.

			Art Grade 7 Unit #7
Course/Subject: Art	Grade: 7		Suggested Timeline: 45 Day course

Grade Level Summary	In this course, students focus on further developing art skills, vocabulary, creativity, and concepts of design. Two-dimensional lessons may include painting, collage, drawing, and printmaking. Three-dimensional projects may include functional or sculptural ceramic experiences. Art history, art appreciation, and art criticism are integrated into the lessons as a framework of the curriculum.
Grade Level Units	Unit 1: The Elements and Principles of Art Unit 2: Clay/3-D sculpture Unit 3: Watercolors/Paint Unit 4: Still Life Unit 5: Pop Art Unit 6: Multicultural Art Unit 7: Landscapes Unit 8: Figure Drawing Unit 9: Cubism

Unit Title	Landscapes
Unit Summary	Document the reflective process and explain how reflection assists in integrating knowledge, solving problems and synthesizing ideas.

Unit Essential Questions: <ol style="list-style-type: none"> How do artists use the elements and principles as tools for artistic expression? How does a reflective, creative process unfold over time? 	Key Understandings: <ol style="list-style-type: none"> The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced. The artist's creative process is reflective work that happens over time to integrate knowledge, solve problems, and synthesize ideas.
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Focus Standards Addressed in the Unit:	
Standard Number	Standard Description
9.1.8.B	Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
9.1.8.C	Identify and use comprehensive vocabulary within each of the arts forms.
9.1.8.E	Communicate a unifying theme or point of view through the production of works in the arts.

9.1.8.H	<p>Demonstrate and maintain materials, equipment and tools safely at work and performance spaces.</p> <ul style="list-style-type: none"> • Analyze the use of materials. • Explain issues of cleanliness related to the arts. • Explain the use of mechanical/electrical equipment. • Demonstrate how to work in selected physical space/environment. • Demonstrate the selection of safe props/stage equipment. • Demonstrate methods for storing materials in the arts. <p>Analyze a work of art from its historical and cultural perspective.</p>
9.2.8.G	<p>Relate works in the arts to geographic regions:</p> <ul style="list-style-type: none"> • Africa • Asia • Australia • Central America • Europe • North America • South America
Important Standards Addressed in the Unit:	
9.1.8.A	Know and use the elements and principles of each art form to create works in the arts and humanities.
9.1.8.D	Demonstrate knowledge of at least two styles within each art form through performance or exhibition of unique works.
9.2.8.C	Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others).
9.2.8.F	Know and apply appropriate vocabulary used between social studies and the arts and humanities.
9.1.8.J	<p>Incorporate specific uses of traditional and contemporary technologies within the design for producing, performing and exhibiting works in the arts or the works of others.</p> <ul style="list-style-type: none"> • Explain and demonstrate traditional technologies (e.g., paint, tools, sponges, weaving designs, instruments, natural pigments/glazes). • Explain and demonstrate contemporary technologies (e.g., MIDI keyboards, Internet design, computers, interactive technologies, audio/sound equipment, board-mixer, video equipment, computerized lighting design).

Misconceptions:	Proper Conceptions:
Most objects are a single color. How to make sure that all students grasp the concepts to be able to effectively transition this information to their project.	Landscape involves nature. Planning ideas is essential for successful outcomes on the products produced in class.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> • Composition • Variations of Line, Pattern • Shapes • Symmetry vs. Asymmetry 	<ul style="list-style-type: none"> • Geometric Shapes • Drawing symmetrical designs • Proper paint mixing for desired colors • Measuring with a ruler, compass • Looking at foreground, middleground, background of the composition checking for focal point, movement, balance, symmetry, etc. 	<ul style="list-style-type: none"> • Collaborating with students to for visual assistance on projects and brainstorming ideas. • Critically thinking about concepts and art styles taught and how to incorporate those techniques into their pieces of art.

Academic Vocabulary:		
<ul style="list-style-type: none"> • Line • Shape • Color • Form • Value • Space • Texture 	<ul style="list-style-type: none"> • Balance • Contrast • Emphasis • Movement • Pattern • Rhythm • Unity • Composition 	<ul style="list-style-type: none"> • Golden Ratio • Atmospheric Light

Assessments:
<ul style="list-style-type: none"> • Thumbnails showing the Golden Ratio/Rule of Thirds • Various Exercises/practice of techniques to help with production of art. • Sketches for possible designs • Rubrics for projects

Differentiation:
<ul style="list-style-type: none"> • Assignment adapted to meet the students needs. Adaptations will be made on the quiz to meet the students needs. • Assignments/Projects adapted to meet the students needs. A simpler design could be created. Less colors required for painting the design,


Interdisciplinary Connections:
<ul style="list-style-type: none"> • Math - Proportions to help with composition - Rule of Thirds “Golden Ratio”

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- Social Studies - Discussion of various periods in art in which landscapes were the focal point.
 - English Language Arts - Writing about the art in various ways from Compare and Contrast, artist statements,
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Additional Resources:

- Various websites on Various Landscape artists
 - Books on Landscape Artists (For example Frederic Church, Thomas Cole, Hudson River School etc.)
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Created By: Melanie Carroll

			Art Grade 7 Unit #8
Course/Subject: Art	Grade: 7		Suggested Timeline: 45 Day course

Grade Level Summary	In this course, students focus on further developing art skills, vocabulary, creativity, and concepts of design. Two-dimensional lessons may include painting, collage, drawing, and printmaking. Three-dimensional projects may include functional or sculptural ceramic experiences. Art history, art appreciation, and art criticism are integrated into the lessons as a framework of the curriculum.
Grade Level Units	Unit 1: The Elements and Principles of Art Unit 2: Clay/3-D sculpture Unit 3: Watercolors/Paint Unit 4: Still Life Unit 5: Pop Art Unit 6: Multicultural Art Unit 7: Landscapes Unit 8: Figure Drawing Unit 9: Cubism

Unit Title	Figure Drawing
Unit Summary	Document the reflective process and explain how reflection assists in integrating knowledge, solving problems and synthesizing ideas.

Unit Essential Questions: <ol style="list-style-type: none"> How do artists use the elements and principles as tools for artistic expression? How does a reflective, creative process unfold over time? 	Key Understandings: <ol style="list-style-type: none"> The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced. The artist's creative process is reflective work that happens over time to integrate knowledge, solve problems, and synthesize ideas.
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Focus Standards Addressed in the Unit:	
Standard Number	Standard Description
9.1.8.A	Know and use the elements and principles of each art form to create works in the arts and humanities.
9.1.8.B	Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
9.1.8.C	Identify and use comprehensive vocabulary within each of the arts forms.

9.1.8.E	Communicate a unifying theme or point of view through the production of works in the arts.
9.1.8.H	Demonstrate and maintain materials, equipment and tools safely at work and performance spaces. <ul style="list-style-type: none"> ● Analyze the use of materials. ● Explain issues of cleanliness related to the arts. ● Explain the use of mechanical/electrical equipment. ● Demonstrate how to work in selected physical space/environment. ● Demonstrate the selection of safe props/stage equipment. ● Demonstrate methods for storing materials in the arts.
9.2.8.D	Analyze a work of art from its historical and cultural perspective.

Important Standards Addressed in the Unit:

9.1.8.D	Demonstrate knowledge of at least two styles within each art form through performance or exhibition of unique works.
9.1.8.J	Incorporate specific uses of traditional and contemporary technologies within the design for producing, performing and exhibiting works in the arts or the works of others. <ul style="list-style-type: none"> ● Explain and demonstrate traditional technologies (e.g., paint, tools, sponges, weaving designs, instruments, natural pigments/glazes). ● Explain and demonstrate contemporary technologies (e.g., MIDI keyboards, Internet design, computers, interactive technologies, audio/sound equipment, board-mixer, video equipment, computerized lighting design).
9.2.8.C	Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others).
9.2.8.F	Know and apply appropriate vocabulary used between social studies and the arts and humanities.
9.2.8.G	Relate works in the arts to geographic regions: <ul style="list-style-type: none"> ● Africa ● Asia ● Australia ● Central America ● Europe ● North America ● South America

Misconceptions:	Proper Conceptions:
Students will remember each all of the elements since we talk about them every year.	Planning ideas is essential for successful outcomes on the products produced in class.

How to make sure that all students grasp the concepts to be able to effectively transition this information to their project.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none">• Variations of Line, Pattern• Shapes• Symmetry vs. Asymmetry	<ul style="list-style-type: none">• Geometric Shapes• Drawing symmetrical designs• Proper paint mixing for desired colors• Measuring with a ruler, compass• Looking at foreground, middleground, background of the composition checking for focal point, movement, balance, symmetry, etc.	<ul style="list-style-type: none">• Collaborating with students to for visual assistance on projects and brainstorming ideas.• Critically thinking about concepts and art styles taught and how to incorporate those techniques into their pieces of art.

Academic Vocabulary:

<ul style="list-style-type: none">• Line• Shape• Color• Form• Value• Space• Texture	<ul style="list-style-type: none">• Balance• Contrast• Emphasis• Movement• Pattern• Rhythm• Unity• Composition	<ul style="list-style-type: none">• Primary Colors• Secondary Colors• Intermediate Colors• Complementary Color• Analogous Colors• Warm Colors• Cool Colors• Tint• Shade
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Assessments:

- Various Exercises/practice of techniques to help with production of art.
 - Sketches for possible designs
 - Rubrics for projects
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Differentiation:

- Assignment adapted to meet the students needs. Adaptations will be made to meet the students needs.
 - Assignments/Projects adapted to meet the students needs. A simpler design could be created. Less colors required for painting the design,
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Interdisciplinary Connections:

- Math - Proportions, fractions.
 - English Language Arts - Writing about the art in various ways from Compare and Contrast, artist statements,
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Additional Resources:

- Various websites on figure drawing/portraits
 - Websites on artists who made portraits or drew human figure.
 - Books on portraits and figure drawing and Artists who created them(For example Picasso, Van Gogh, Mary Cassatt, Chuck Close, Leonardo DaVinci etc.)
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Created By: Melanie Carroll

			Art Grade 7 Unit #9
Course/Subject: Art	Grade: 7		Suggested Timeline: 45 Day course

Grade Level Summary	In this course, students focus on further developing art skills, vocabulary, creativity, and concepts of design. Two-dimensional lessons may include painting, collage, drawing, and printmaking. Three-dimensional projects may include functional or sculptural ceramic experiences. Art history, art appreciation, and art criticism are integrated into the lessons as a framework of the curriculum.
Grade Level Units	Unit 1: The Elements and Principles of Art Unit 2: Clay/3-D sculpture Unit 3: Watercolors/Paint Unit 4: Still Life Unit 5: Pop Art Unit 6: Multicultural Art Unit 7: Landscapes Unit 8: Figure Drawing Unit 9: Cubism

Unit Title	Cubism
Unit Summary	Document the reflective process and explain how reflection assists in integrating knowledge, solving problems and synthesizing ideas.

Unit Essential Questions: <ol style="list-style-type: none"> How do artists use the elements and principles as tools for artistic expression? How does a reflective, creative process unfold over time? 	Key Understandings: <ol style="list-style-type: none"> The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced. The artist's creative process is reflective work that happens over time to integrate knowledge, solve problems, and synthesize ideas.
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Focus Standards Addressed in the Unit:	
Standard Number	Standard Description
9.1.8.A	Know and use the elements and principles of each art form to create works in the arts and humanities.
9.1.8.B	Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
9.1.8.C	Identify and use comprehensive vocabulary within each of the arts forms.

9.1.8.E	Communicate a unifying theme or point of view through the production of works in the arts.
9.1.8.H	Demonstrate and maintain materials, equipment and tools safely at work and performance spaces. <ul style="list-style-type: none"> ● Analyze the use of materials. ● Explain issues of cleanliness related to the arts. ● Explain the use of mechanical/electrical equipment. ● Demonstrate how to work in selected physical space/environment. ● Demonstrate the selection of safe props/stage equipment. ● Demonstrate methods for storing materials in the arts.
9.2.8.D	Analyze a work of art from its historical and cultural perspective.

Important Standards Addressed in the Unit:

9.1.8.D	Demonstrate knowledge of at least two styles within each art form through performance or exhibition of unique works.
9.1.8.J	Incorporate specific uses of traditional and contemporary technologies within the design for producing, performing and exhibiting works in the arts or the works of others. <ul style="list-style-type: none"> ● Explain and demonstrate traditional technologies (e.g., paint, tools, sponges, weaving designs, instruments, natural pigments/glazes). ● Explain and demonstrate contemporary technologies (e.g., MIDI keyboards, Internet design, computers, interactive technologies, audio/sound equipment, board-mixer, video equipment, computerized lighting design).
9.2.8.C	Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others).
9.2.8.F	Know and apply appropriate vocabulary used between social studies and the arts and humanities.
9.2.8.G	Relate works in the arts to geographic regions: <ul style="list-style-type: none"> ● Africa ● Asia ● Australia ● Central America ● Europe ● North America ● South America

Misconceptions:	Proper Conceptions:
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Cubism has squares are cubes visible in each work of art. Students will remember each all of the elements since we talk about them every year.
How to make sure that all students grasp the concepts to be able to effectively transition this information to their project.

Planning ideas is essential for successful outcomes on the products produced in class.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Color Schemes Variations of Line, Pattern Shapes Symmetry vs. Asymmetry 	<ul style="list-style-type: none"> Geometric Shapes Drawing symmetrical designs Proper paint mixing for desired colors Measuring with a ruler, compass Looking at foreground, middleground, background of the composition checking for focal point, movement, balance, symmetry, etc. 	<ul style="list-style-type: none"> Collaborating with students to for visual assistance on projects and brainstorming ideas. Critically thinking about concepts and art styles taught and how to incorporate those techniques into their pieces of art.

Academic Vocabulary:

<ul style="list-style-type: none"> Line Shape Color Form Value 	<ul style="list-style-type: none"> Balance Contrast Emphasis Composition 	<ul style="list-style-type: none"> Warm Colors Cool Colors Tint Shade
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Assessments:

- Various Exercises/practice of techniques to help with production of art.
- Sketches for possible designs
- Rubrics for projects

Differentiation:

- Assignment adapted to meet the students needs. Adaptations will be made to meet the students needs.
- Assignments/Projects adapted to meet the students needs. A more simple design could be created. Less colors required for painting the design,

Interdisciplinary Connections:

- Math - Proportions, fractions, accurate measuring
- English Language Arts - Writing about the art in various ways from Compare and Contrast, artist statements,

Additional Resources:

- Various websites on Cubism
- Websites on Cubism
- Books on Cubism and Artists (For example Picasso, Georges Braque, etc.)

