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|  | **Seventh** |  |  |
|  | Unit 1: Creative Process |  |  |
|  | Unit 2: History of the Arts and Culture |  |  |
|  | Unit 3: Performance |  |  |
|  | Unit 4: Aesthetic Responses |  |  |
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| **Content Area: Art** | **Grade Level : Seventh** | |
| **Unit Title: Unit 1: Creative Process** | | |
| **Interdisciplinary Connections:**  **English Language Arts Connections**: [SL.7.1](http://www.corestandards.org/ELA-Literacy/SL/7/1/) Engage effectively in a range of collaborative discussions with diverse partners on grade 7 topics, texts, and issues, building  on others' ideas and expressing their own clearly.  [SL.7.1.A](http://www.corestandards.org/ELA-Literacy/SL/7/1/a/) Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by  referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.  [SL.7.1.B](http://www.corestandards.org/ELA-Literacy/SL/7/1/b/) Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as  needed.  [SL.7.1.C](http://www.corestandards.org/ELA-Literacy/SL/7/1/c/) Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and  ideas that bring the discussion back on topic as needed.  [SL.7.1.D](http://www.corestandards.org/ELA-Literacy/SL/7/1/d/) Acknowledge new information expressed by others and, when warranted, modify their own views. | | |
| **21st Century Themes:** Global Awareness  **21st Century Skills:**   * **Learning and Innovation Skills**   + **Creativity and Innovation**      - **Think critically**     - **Work Creatively with Others**     - **Implement Innovations**   + **Critical Thinking and Problem Solving**     - **Reason Effectively**     - **Use Systems Thinking**     - **Make Judgments and Decisions**     - **Solve Problems**   + **Communication and Collaboration**     - **Communicate Clearly**     - **Collaborate with Others** * **Information, Media and Technology Skills**   + **Information Literacy**     - **Access and Evaluate Information**     - **Use and Manage Information** | | * + **ICT Literacy**     - **Apply Technology Effectively** * **Life and Career Skills**   + **Flexibility and Adaptability**     - **Adapt to Change**     - **Be Flexible**   + **Initiative and Self-Direction**     - **Manage Goals and Time**     - **Work Independently**     - **Be Self-directed Learners**   + **Social and Cross Cultural Skills**     - **Interact with others**     - **Work Effectively in Diverse Teams**   + **Productivity and Accountability**     - **Manage Projects**     - **Produce Results**   + **Leadership and Responsibility**     - **Guide and Lead Others**     - **Be Responsible to Others** |
| **Modifications for Various Learners:** **ESL, IEPs, 504s, At Risk and Gifted and Talented:** Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Word Banks, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use | | |

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| **Unit Title: Unit 1: Creative Process** | **Grade Level: Seventh September- October** |
| **Standard**: 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.  **Cumulative Progress Indicators:**   * **1**.8.D.1: Art is a universal language. Visual communication through art crosses cultural and language barriers throughout time. * 1.1.8.D.2: The study of masterworks of art from diverse cultures and different historical era assists in understanding specific cultures. | |
| Enduring Understanding:   * Differentiate between 1 point and 2 point perspective. * Differentiate between cultural prints. | Essentials Questions:   * What is perspective? * How is art related to other subject areas? * Where do you see art in your everyday life? |
| Knowledge and Skills:   * Discover ways in which artists from culturally diverse backgrounds have used life experiences in their artwork. * Individually create 2-dimensional work of art. * To help students experiment with changing colors. * Encourage students to employ appropriate vocabulary for this unit. * Recognize and use various materials and media to create different works of art. * Determine how the function of art has changed over time. | Demonstration of Learning/Assessment:   * SWBAT create 2 point perspective of their bedroom * SWBAT create Japanese inspired prints * SWBAT create Andy Warhol inspired prints * SWBAT create Polish layered cutouts ‘wycinanki’ * SWBAT design scratch art images |
| Suggested Tasks and Activities:   * Show their knowledge of perspective * Reinforcement of scale and proportion * Reinforcement of printmaking * Reinforcement of Pop Art genre * Introduction to scratch art paper and Chinese symbols | Tech Integration:   * Smartboard * Brain Pop Jr. * Google Images * PowerPoint |
| **Technology Integration:**  8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).  8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems  **8.2.5.A.2** Investigate and present factors that influence the development and function of a product and a system. | CRP-  CRP1. Act as a responsible and contributing citizen and employee.  CRP2. Apply appropriate academic and technical skills.  CRP4. Communicate clearly and effectively and with reason.  CRP6. Demonstrate creativity and innovation.  9.1.8.A.3 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.  9.2.8.B.1 Research careers within the 16 Career Clusters® and determine attributes of career success |
| Resources: Stereo, computer, Smart Board | |

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| **Content Area: Art** | | **Grade Level : Seventh** |
| **Unit Title: Unit 2: History of the Arts and Culture** | | |
| **Interdisciplinary Connections:**  **English Language Arts Connections**: [SL.7.1](http://www.corestandards.org/ELA-Literacy/SL/7/1/) Engage effectively in a range of collaborative discussions with diverse partners on grade 7 topics, texts, and issues, building  on others' ideas and expressing their own clearly.  [SL.7.1.A](http://www.corestandards.org/ELA-Literacy/SL/7/1/a/) Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by  referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.  [SL.7.1.B](http://www.corestandards.org/ELA-Literacy/SL/7/1/b/) Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as  needed.  [SL.7.1.C](http://www.corestandards.org/ELA-Literacy/SL/7/1/c/) Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and  ideas that bring the discussion back on topic as needed.  [SL.7.1.D](http://www.corestandards.org/ELA-Literacy/SL/7/1/d/) Acknowledge new information expressed by others and, when warranted, modify their own views.  **Social Studies Connections:** 6.1 U.S. History: America in the World All students will acquire the knowledge and skills to think analytically about how past and  present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable  students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local,  national, and global communities | | |
| **21st Century Themes:** Global Awareness  **21st Century Skills:**   * **Learning and Innovation Skills**   + **Creativity and Innovation**      - **Think critically**     - **Work Creatively with Others**     - **Implement Innovations**   + **Critical Thinking and Problem Solving**     - **Reason Effectively**     - **Use Systems Thinking**     - **Make Judgments and Decisions**     - **Solve Problems**   + **Communication and Collaboration**     - **Communicate Clearly**     - **Collaborate with Others** * **Information, Media and Technology Skills**   + **Information Literacy**     - **Access and Evaluate Information**     - **Use and Manage Information** | * + **ICT Literacy**     - **Apply Technology Effectively** * **Life and Career Skills**   + **Flexibility and Adaptability**     - **Adapt to Change**     - **Be Flexible**   + **Initiative and Self-Direction**     - **Manage Goals and Time**     - **Work Independently**     - **Be Self-directed Learners**   + **Social and Cross Cultural Skills**     - **Interact with others**     - **Work Effectively in Diverse Teams**   + **Productivity and Accountability**     - **Manage Projects**     - **Produce Results**   + **Leadership and Responsibility**     - **Guide and Lead Others**     - **Be Responsible to Others** | |
| **Modifications for Various Learners:** **ESL, IEPs, 504s, At Risk and Gifted and Talented:** Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Word Banks, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use | | |

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| **Unit Title: Unit 2: History of the Arts and Culture** | **Grade Level: Seventh November- January** |
| **Standard**: 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.  **Cumulative Progress Indicators:**   * 1.2.8.A.1: Technological changes have and will continue to substantially influence the development and nature of the arts. * 1.2.8.A.2: Tracing the histories of dance, music, theatre, and visual art in world cultures provides insight into the lives of people and their values. * 1.2.8.A.3: The arts reflect cultural mores and personal aesthetics throughout the ages. | |
| Enduring Understanding:   * Analyze the stylistic innovations in the use of color and value, chronicled through advances in technology and the diverse social, political and cultural histories, and differentiate the impact of the same on the artist's aesthetic choices in two and three dimensional works of art. | Essentials Questions:   * How do Realism and Impressionism reflect the lifestyles of the artists and their time periods in regard to history and culture? |
| Knowledge and Skills:   * Describe how artwork has evolved throughout history * Describe how an artists’ work is influenced by their culture * Differentiate the artistic styles of various cultures * Show their knowledge of proportion & scale * Introduction to silhouette * Introduction of pictorial use of words | **Demonstration of Learning:**   * SWBAT create Islamic tiles * SWBAT create Multicultural pinwheel designs * SWBAT create Aztec suns |
| **Suggested Tasks and Activities:**   * To help students experiment with changing colors. * Increase student’s awareness of the cultural significance of art movements. * Encourage students to employ appropriate vocabulary for this unit. * Recognize and use new materials to create different works of art. * Understand that an artist can influence culture or vice versa. | Tech Integration:   * Smartboard * Brain Pop Jr. * Google Images * PowerPoint |
| **Technology Integration:**  8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).  8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems  **8.2.5.A.2** Investigate and present factors that influence the development and function of a product and a system. | CRP-  CRP1. Act as a responsible and contributing citizen and employee.  CRP2. Apply appropriate academic and technical skills.  CRP4. Communicate clearly and effectively and with reason.  CRP6. Demonstrate creativity and innovation.  9.1.8.A.3 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.  9.2.8.B.1 Research careers within the 16 Career Clusters® and determine attributes of career success |
| **Resources**: Stereo, computer, Smart Board, | |

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| **Content Area: Art** | | **Grade Level : Seventh** |
| **Unit Title: Unit 3: Performance** | | |
| **Interdisciplinary Connections:**  **English Language Arts Connections**: [SL.7.1](http://www.corestandards.org/ELA-Literacy/SL/7/1/) Engage effectively in a range of collaborative discussions with diverse partners on grade 7 topics, texts, and issues, building  on others' ideas and expressing their own clearly.  [SL.7.1.A](http://www.corestandards.org/ELA-Literacy/SL/7/1/a/) Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by  referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.  [SL.7.1.B](http://www.corestandards.org/ELA-Literacy/SL/7/1/b/) Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as  needed.  [SL.7.1.C](http://www.corestandards.org/ELA-Literacy/SL/7/1/c/) Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and  ideas that bring the discussion back on topic as needed.  [SL.7.1.D](http://www.corestandards.org/ELA-Literacy/SL/7/1/d/) Acknowledge new information expressed by others and, when warranted, modify their own views.  **Social Studies Connections:** 6.1 U.S. History: America in the World All students will acquire the knowledge and skills to think analytically about how past and  present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable  students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local,  national, and global communities | | |
| **21st Century Themes:** Global Awareness  **21st Century Skills:**   * **Learning and Innovation Skills**   + **Creativity and Innovation**      - **Think critically**     - **Work Creatively with Others**     - **Implement Innovations**   + **Critical Thinking and Problem Solving**     - **Reason Effectively**     - **Use Systems Thinking**     - **Make Judgments and Decisions**     - **Solve Problems**   + **Communication and Collaboration**     - **Communicate Clearly**     - **Collaborate with Others** * **Information, Media and Technology Skills**   + **Information Literacy**     - **Access and Evaluate Information**     - **Use and Manage Information** | * + **ICT Literacy**     - **Apply Technology Effectively** * **Life and Career Skills**   + **Flexibility and Adaptability**     - **Adapt to Change**     - **Be Flexible**   + **Initiative and Self-Direction**     - **Manage Goals and Time**     - **Work Independently**     - **Be Self-directed Learners**   + **Social and Cross Cultural Skills**     - **Interact with others**     - **Work Effectively in Diverse Teams**   + **Productivity and Accountability**     - **Manage Projects**     - **Produce Results**   + **Leadership and Responsibility**     - **Guide and Lead Others**     - **Be Responsible to Others** | |
| **Modifications for Various Learners:** **ESL, IEPs, 504s, At Risk and Gifted and Talented:** Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Word Banks, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use | | |

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| **Unit Title: Unit 3: Performance** | **Grade Level: Seventh February- March** |
| **Standard**: 1.3 All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.  **Cumulative Progress Indicators:**   * 1.3.8.D.1: The creation of art is driven by the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement. * 1.3.8.D.2: Themes in art are often communicated through symbolism, allegory, or irony. These are a wide variety of art mediums, each having appropriate tools and processes for the production of artwork. Fluency in these mediums, and the use of the appropriate tools associated with working in these mediums, are components of art-making. * 1.3.8.D.3: The classification of art into various art genres depends on the formal aspects of visual statements (e.g., physical properties, theoretical components, cultural context). Many genres of art are associated with discipline-specific arts terminology. * 1.3.8.D.4: Universal themes exist in art across historical eras and cultures. Art may embrace multiple solutions to a problem. * 1.3.8.D.5: Each of the many genres of art is associated with discipline-specific arts terminology and stylistic approach to art-making. * 1.3.8.D.6: The visual possibilities and inherent qualities of traditional and contemporary art materials (including digital media) may inform choices about visual communication and art-making techniques. | |
| Enduring Understanding:   * Demonstrate understanding of harmony and unity with the element of color by creating an abstract or nonobjective composition in a three-dimensional artwork. (i.e., using pattern and color to create the illusion of space using found objects and commercial symbols in the style of Robert Rauschenberg). | Essentials Questions:   * How can you reuse something to make it art? (bottles, boxes, etc.) * How is mathematics used in art? |
| Knowledge and Skills:   * Learn how to draw from a grid * Lean how create texture and pattern on a scratchboard * Learn how to make art out of trash * Learn how to create advertising images using printmaking techniques | **Demonstration of Learning:**   * SWBAT create a portrait using a grid guideline * SWBAT create art nouveau using a scratchboard * SWBAT create a 3D fish model using recycled materials * SWBAT create works of art using watercolor techniques |
| **Suggested Tasks and Activities:**   * Learn about the artist, Chuck Close, and grid drawing. * Learn about the artist, Gustav Klimt, and the basic use of a scratchboard. * Learn about the artist, Alexander Calder, and create recycled art. * Learn about the artist, Andy Warhol, and create Pop Art prints. | Tech Integration:   * Smartboard * Brain Pop Jr. * Google Images * PowerPoint |
| **Technology Integration:**  8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).  8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems  **8.2.5.A.2** Investigate and present factors that influence the development and function of a product and a system. | CRP-  CRP1. Act as a responsible and contributing citizen and employee.  CRP2. Apply appropriate academic and technical skills.  CRP4. Communicate clearly and effectively and with reason.  CRP6. Demonstrate creativity and innovation.  9.1.8.A.3 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.  9.2.8.B.1 Research careers within the 16 Career Clusters® and determine attributes of career success |
| **Resources**: stereo, Smart Board | |

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| **Content Area: Art** | | **Grade Level : Seventh** |
| **Unit Title: Unit 4: Aesthetic Responses** | | |
| **Interdisciplinary Connections:**  **English Language Arts Connections**: [SL.7.1](http://www.corestandards.org/ELA-Literacy/SL/7/1/) Engage effectively in a range of collaborative discussions with diverse partners on grade 7 topics, texts, and issues, building  on others' ideas and expressing their own clearly.  [SL.7.1.A](http://www.corestandards.org/ELA-Literacy/SL/7/1/a/) Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by  referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.  [SL.7.1.B](http://www.corestandards.org/ELA-Literacy/SL/7/1/b/) Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as  needed.  [SL.7.1.C](http://www.corestandards.org/ELA-Literacy/SL/7/1/c/) Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and  ideas that bring the discussion back on topic as needed.  [SL.7.1.D](http://www.corestandards.org/ELA-Literacy/SL/7/1/d/) Acknowledge new information expressed by others and, when warranted, modify their own views. | | |
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| **Modifications for Various Learners:** **ESL, IEPs, 504s, At Risk and Gifted and Talented:** Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Word Banks, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use | | |

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| **Unit Title: Unit 4: Aesthetic Responses** | **Grade Level: Seventh April- June** |
| **Standard**: 1.4 All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual arts.  **Cumulative Progress Indicators:**   * 1.4.8.A.1: Contextual clues to artistic intent are embedded in artworks. Analysis of archetypal or consummate works of art requires knowledge and understanding of culturally specific art within historical contexts. * 1.4.8.A.2: Art may be used for utilitarian and non-utilitarian purposes. * 1.4.8.A.3: Performance technique in dance, music, theatre, and visual art varies according to historical era and genre. * 1.4.8.A.4: Abstract ideas may be expressed in works of dance, music, theatre and visual art using a genre’s stylistic traits. * 1.4.8.A.5: Symbolism and metaphor are characteristics of art and art making. * 1.4.8.A.6: Awareness of basic elements of style and design in dance, music, theatre, and visual art inform the creation of criteria for judging originality. * 1.4.8.A.7: Artwork may be both utilitarian and non-utilitarian. Relative merits of works of art can be assessed through analysis of form, function, craftsmanship, and originality. | |
| Enduring Understanding:   * Personal responses to different genres of art * Art is a personal expression of self * Each one of us has a personal preference * Art is subjective | Essentials Questions:   * What can we learn from our responses to art? * How is a personal preference different from an evaluation? |
| Knowledge and Skills:   * Introduce some basic art vocabulary, e.g. elements of art, principles of design, proportion, landscape, horizontal, portrait, vertical, symmetry, monochromatic, tint, shade, and cubism * Use appropriate art terminology to evaluate strengths and weaknesses in specific artwork of classmates | Demonstration of Learning:   * SWBAT identify elements of art and principles of design * SWBAT identify and communicate the various purposes of multicultural art * SWBAT identify and describe various aspects of personal, social, and historical context from various cultures |
| **Suggested Tasks and Activities:**   * Showing various types of cultural art * Show various Google images comparing and contrasting cultural art * Open discussion about the cultural motivation behind the artwork * Open discussion using art terminology to evaluate recycled art | Tech Integration:   * Smartboard * Brain Pop Jr. * Google Images * PowerPoint |
| **Technology Integration:**  8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).  8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems  **8.2.5.A.2** Investigate and present factors that influence the development and function of a product and a system. | CRP-  CRP1. Act as a responsible and contributing citizen and employee.  CRP2. Apply appropriate academic and technical skills.  CRP4. Communicate clearly and effectively and with reason.  CRP6. Demonstrate creativity and innovation.  9.1.8.A.3 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.  9.2.8.B.1 Research careers within the 16 Career Clusters® and determine attributes of career success |
| **Resources**: stereo, Smart Board, paper, pencils, music worksheets, guitars | |