

## Introduction

In 2014, the Shelby County Schools Board of Education adopted a set of ambitious, yet attainable goals for school and student performance. The District is committed to these goals, as further described in our strategic plan, Destination 2025.

**By 2025,**

- **80% of our students will graduate from high school college or career ready**
- **90% of students will graduate on time**
- **100% of our students who graduate college or career ready will enroll in a post-secondary opportunity.**

In order to achieve these ambitious goals, we must collectively work to provide our students with high-quality, College and Career Ready standards-aligned instruction. Designed with the teacher in mind, the Art Education curriculum maps focus on teaching and learning correspond to the 2018 Tennessee Department of Education Revised Standards for Arts Education.

A high quality arts education is essential to the social, emotional, and intellectual growth of every student. Therefore, SCS will provide a broad range of innovative, inspiring, and relevant arts education offerings so all students learn to express their unique voice and shape a thriving Memphis/Shelby County community. Shelby County Schools will foster collaboration, creativity, and self-expression through equitable, high quality, and sequential K-12 arts experiences, empowering all young people to strive for artistic and scholastic excellence. This map presents a framework for organizing instruction around the TN State Standards so that every student meets or exceeds requirements for college and career readiness. The standards define what to teach at specific grade levels, and the SCS Arts Education curriculum maps provide guidelines and research-based approaches for implementing instruction to ensure students achieve their highest potential. The SCS Arts Education curriculum maps are designed to create artistically/musically literate students by engaging them both individually and collaboratively in creative practices of envisioning, investigating, constructing, and reflecting. To achieve these goals the curriculum maps were developed by expert arts teachers to reflect the conceptual framework of the four artistic processes: create, respond, connect, and present.

## How to Use the Middle School Visual Art Education Curriculum Maps

The SCS Arts Education curriculum maps are designed to help teachers make effective decisions about what content to teach and how to teach it so that, ultimately, our students can reach Destination 2025. For Visual Art, this is generally reflected in the following quarterly framework\*:

Big Ideas: The big idea helps students connect the skills/techniques to the purpose and relevance of the unit's content.

Guiding Questions: Asking guiding questions at the start of a unit allows students to move to higher levels of thinking that calls their attention to the big idea.

Vocabulary: This list of general art terms for each unit will help students speak and write about their art and the art of others.

Skills/Techniques: This column reflects the standards and essential tasks associated with mastery of the unit.

Suggested Activities: Like a menu, teachers may choose one or more student activities that will reinforce learning as it relates to the standards and big ideas. Teachers may also incorporate activities that are not explicitly listed in these maps.

Suggested Assessments: Like a menu, teachers may choose one or more assessment (formative or summative) that will gauge students' mastery of the knowledge/skills related to the standard. Teachers may also utilize an assessment that is not explicitly listed in these maps.

Interdisciplinary Connections: Connections to ELA, Math, Social Studies, and Science are included for overall support of the district's goals.

Visual Text/Art Criticism: A suggested work of art and reflection questions are included to further support the curriculum. Teachers may choose to incorporate other exemplar works of art and additional questions that are not explicitly listed in these maps.

Resources: Links to articles, books, websites, or videos are included to further support implementation of the curriculum.

\*SCS Middle School Visual Art Education Curriculum assumes one hour of art instruction per day for a full year. Because instructional times differ across middle schools, units may be abbreviated or combined as needed to best fit students' needs.

<b>Quarter and Timeframe (#days/weeks):</b> Q1/Unit 1 (2 weeks)		<b>Unit:</b> Intro to Art: Thinking Like An Artist		
<p><b>Big Ideas:</b> The student can safely use and care for a variety of art materials. The student can follow a set of procedures when creating art. The student can critique, analyze, and interpret a work of art.</p> <p><b>Guiding Questions:</b> How does an artist use and care for tools and materials? How do artists analyze and critique artwork?</p>		<p><b>Standards:</b>  <u>CREATE</u>            7.VA.Cr2.B Demonstrate awareness of ethical responsibility when using traditional and emerging media.            7.VA.Cr3.A Reflect on and explain important information about personal artwork in an artist statement or another format.  <u>RESPOND</u>            7.VA.R2.A Interpret art to identify ideas and mood conveyed by analyzing art-making approaches, relevant context, subject matter, and use of media while using appropriate art vocabulary.            7.VA.R3.A Compare and contrast evaluation of art based on personal preference versus established criteria.  <u>CONNECT</u>            7.VA.Cn2.A Analyze how responses to art are influenced by understanding the time and place in which it was created, the available resources, and cultural uses.</p>		
Vocabulary	Skills/Techniques	Suggested Activities	Suggested Assessments	Content Integration
medium/media, dry media, wet media, craft, technique, grid, enlargement, pre-assessment, formative assessment, post assessment  art categories, objective/non-objective art, abstract/realistic art, steps of critique: describe, analyze, interpret, judge	how to use a ruler: measurement, creating a grid, brush care, clean-up routine, storing/caring for artwork  visual thinking strategies, critiquing, creating an artist statement	practice of art room procedures and clean-up, completion of pre-assessments  class discussion involving visual thinking strategies, critiquing and interpreting art, writing artist statements	pre-assessments (to be saved for portfolio of student growth): create a line drawing of a still-life from observation, draw and shade the four basic geometric forms, draw a self-portrait from observation, draw and color a landscape, write a critique of an artwork  class discussion, oral critiquing, written critique, artist statement	<p><b>language arts:</b> reading an image as a text, citing evidence</p> <p><b>math:</b> measuring with a ruler</p>

## Visual Text



*The Third of May 1808, Francisco Goya*

## Art Criticism

**Describe:** What is going on in the picture?

**Analyze:** What makes you say that? What more can we find?

**Interpret:** What do you think the artist was trying to express or communicate in his work?

**Judge:** Do you think the work is successful in concept and/or skill level? Why, why not?

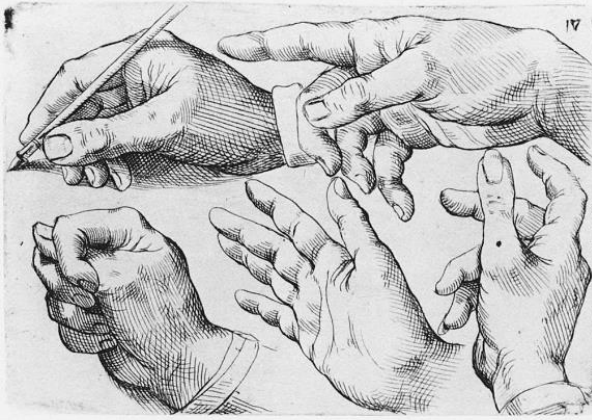
## Resources

[Visual Thinking Strategies](#)

[Art of Ed: 8 Fundamental Routines That Will Transform Your Art Room](#)

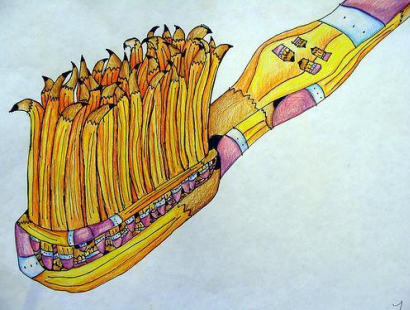
<b>Quarter and Timeframe (#days/weeks):</b> Q1/Unit 2 (2-3 weeks)		<b>Unit:</b> Elements of Art: Line, Shape, Form, Illusion of Space		
<p><b>Big Ideas:</b> The student can create drawings with various types of lines. The student can draw shapes, forms, and combine them to create new objects. The student can create the illusion of space on a picture plane.</p> <p><b>Guiding Questions:</b> How can artists use the element of line to create variety and interest? How can artists combine shapes and forms to create new objects? How do artists use value to create an illusion of 3-dimensions on a 2-d surface?</p>		<p><b>Standards:</b>  <u>CREATE</u>  7.VA.Cr2.A Persist in developing skills with various materials, methods, and approaches in creating works of art or design using course specific craftsmanship.  <u>RESPOND</u>  7.VA.R3.A Compare and contrast evaluation of art based on personal preference versus established criteria.</p>		
Vocabulary	Skills/Techniques	Suggested Activities	Suggested Assessments	Content Integration
<p>line types (curved, zig-zag, vertical, horizontal, parallel, straight, broken, dashed, diagonal, thick, thin), styles of line drawing (blind contour, modified contour, contour, gesture, sketching)</p> <p>organic vs. geometric shapes, 2d vs. 3d, circle, square, triangle, rectangle, ellipse, sphere, cone, cylinder, cube, shape-to-form drawing technique, axis line, top line, base line, proportion, one point perspective, horizon line, vanishing point, worm's eye view, bird's eye view, eye level, parallel lines, orthogonal lines</p> <p>positive space, negative space, depth, dynamic composition, static composition, foreground, middleground, background, linear perspective vs. atmospheric/aerial perspective</p>	<p>drawing various types of lines, creating line drawings in different styles</p> <p>one-point linear perspective, shape-to-form drawing technique</p> <p>methods of creating depth, how to create a dynamic composition: overlap, vary the placement, vary the size, touch 3 parts of the picture plane</p>	<p>create a design using various types of lines, draw objects in various styles of line drawing, critique art with a focus on the element of line</p> <p>draw round objects (spherical, conical, cylindrical), draw angular objects (cubes, rectangular prism), draw boxes in 1-pt perspective from 3 viewpoints, create drawings of objects using shape-to-form, critique art with a focus on shape and form</p> <p>rearrange and resize shapes to create a dynamic composition, critique works of art in terms of the use of space</p>	<p>create a contour line drawings of shoes, leaves, hands, or objects</p> <p>create a line design print from scratch-foam</p> <p>create drawings of objects using shape-to-form</p> <p>create a pencil transformation drawing by combining pencil shapes to form new subject matter</p> <p>draw grouped forms using perspective</p> <p>create a drawing of trees in various sizes and shapes to create depth</p> <p>create a positive/negative drawing</p>	<p><b>math:</b> line types, shapes, forms</p>

## Visual Text



Five Hands  
Odoardo Fialetti

Five Hands, Odoardo Fialetti



"NO. 2 Pencil Transformation" Jodie Hunt



"Rescue" Julian Beever

## Art Criticism

**Describe:** What types of line are used in the artwork? (Fialetti) What shapes and forms can you find in the artwork? (Hunt) What methods did the artist use to create the illusion of space? (Beever)

**Analyze:** What line drawing techniques were used in the creation of this work? (Fialetti) How did the artist make the forms different from the shapes? (Hunt) What causes the chalk art mural to look 3d? (Beever)

**Interpret:** How is line used to create a 3-dimensional quality? (Fialetti) What effect did varying the scale and proportion of the shapes have on the work? (Hunt) The 3-d quality of the mural is not visible to the naked eye. It must be seen through a camera lens or phone screen. Why? (Beever)

**Judge:** What is your opinion of the artist's use of line? (Fialetti) How well did the artist demonstrate shape and form? (Hunt) Critique the artist's use of the element of space. (Beever)

## Resources

[Artist's Toolkit](#)

[Line](#)

[Shape](#)

[Form](#)

[Illusion of Space](#)

[Julian Beever - 3D Illusions](#)

<b>Grade:</b> 7th Grade				
<b>Quarter and Timeframe (#days/weeks):</b> Q1/Unit 3 (1-2 weeks)			<b>Unit:</b> Elements of art: Value, Texture, Color	
<p><b>Big Ideas:</b> The student can apply the element of value to make an object appear 3-dimensional. The student can create the illusion of texture. The student can create a color wheel by appropriately mixing colors. The student can shade in color to make an object appear 3d. The student can apply various color schemes to a work of art.</p> <p><b>Guiding Questions:</b> How do artists use value to create an illusion of 3-dimensions on a 2-d surface? How do artists use the element of texture to create the illusion of smooth and rough surfaces? How do artists mix colors? What emotions are connected to specific colors? How do artists use color to convey emotional expression?</p>			<p><b>Standards:</b>  <u>CREATE</u>            7.VA.Cr.2.A Persist in developing skills with various materials, methods, and approaches in creating works of art or design using course specific craftsmanship.  <u>RESPOND</u>            7.VA.R.2.A Interpret art to identify ideas and mood conveyed by analyzing art-making approaches, relevant context, subject matter, and use of media while using appropriate vocabulary.            7.VA.R.3.A Compare and contrast evaluation of art based on personal preference versus established criteria.</p>	
Vocabulary	Skills/Techniques	Suggested Activities	Suggested Assessments	Content Integration
value, gradient, light source, highlight, cast shadow, directional strokes, contrast, chiaroscuro  implied texture, actual texture, visual texture  color wheel, primary colors, secondary colors, intermediate/tertiary colors, warm colors, cool colors, neutral colors, tint, shade, complementary colors, analogous colors, monochromatic, split complementary, and triadic color schemes, color intensity	creating values ranging from very dark to very light, radiating from dark to light, shading forms/objects to make them look 3d, applying shading techniques such as blending, hatching, cross-hatching, stippling, and scumbling  creating implied texture through repeated lines(hatching, cross-hatching, stippling) and the change in value and by texture rubbing, create actual texture by collaging  mixing colors to create a color wheel, shading in color using analogous and complementary colors, applying various color schemes in a work of art	create a value scale, shade the geometric forms to make them look 3d, critique art with a focus on the element of value  texture rubbings, shading/using line to create texture, critiquing art with a focus on the element of texture  create a color wheel, shade forms using analogous colors and the complement, critique art with a focus on the element of color	create a cloth fold study from observation  draw and shade a piece of origami from observation  create a drawing of a nut, leaf, pinecone, or other textured object  create a work of art in a particular color scheme to convey an emotion  create an object study in a monochromatic color scheme	<p><b>math:</b> shapes and forms</p> <p><b>science:</b> various textures, color theory</p>



## Visual Text



*Fabric Study*, Leonardo Da Vinci



*Study: Reverse Self Portrait, Leaning*, Kate Atkin



*The Tragedy*, Pablo Picasso

## Art Criticism

**Describe:** How did the artist make the cloth look 3d? (DaVinci) What elements of art are used to create the illusion of texture? (Atkin) Describe the color scheme. (Picasso)

**Analyze:** What is the direction of the light source? (DaVinci) Did the artist use implied texture or actual texture? (Atkin) How does the artists use of color make you feel? Why? (Picasso)

**Interpret:** When shading, why is it important to use the full range of value from dark to light? (DaVinci) How does the use of line and value create the illusion of texture? (Atkin) Why do you think the artist chose this particular color scheme for his work? (Picasso)

**Judge:** How well did the artist demonstrate the elements of art?

## Resources

[Basic Shading Techniques](#)


<https://theartofeducation.edu/2018/01/11/4-different-ways-to-teach-value/>

[Shape to Form](#)


[Texture](#)


[Color](#)

[Virtual Instructor-Color](#)

<b>Grade:</b> 7th Grade				
<b>Quarter and Timeframe (#days/weeks):</b> Q1/Unit 4 (2-3 weeks)			<b>Unit:</b> Demonstrating Knowledge of Art Elements: Still-Life Drawing	
<b>Big Ideas:</b> The student can create a still-life drawing of grouped objects from observation.  <b>Guiding Questions:</b> What strategies do artists use to create still-life drawings? How have artists across time periods and cultures created still-life drawings?			<b>Standards:</b> <u>CREATE</u> 7.VA.Cr1.B Develop criteria to guide art making or design to meet an identified goal 7.VA.Cr2.A Persist in developing skills with various materials, methods, and approaches in creating works of art or design using a course specific craftsmanship. <u>RESPOND</u> 7.VA.R3.A Compare and contrast evaluation of art based on personal preference versus established criteria. <u>CONNECT</u> 7.VA.Cn2.A Analyze how responses to art are influenced by understanding the time and place in which it was created, the available resources, and cultural uses.	
Vocabulary	Skills/Techniques	Suggested Activities	Suggested Assessments	Content Integration
dynamic composition, viewfinder, thumb-nail sketch, axis line, depth, overlapping, shape-to-form, ellipse, value, gradient, color scheme, texture	using a viewfinder; creating thumbnail sketches; mapping out composition using axis lines, top lines, and base lines; drawing objects using shape-to-form; creating depth through overlapping, variation in size and placement, touching 3 sides of the picture plane; using value to make objects look 3d; applying a color scheme; making objects appear to have texture	critique various still-life drawings/paintings over various time periods and cultures, create thumbnail sketches using a viewfinder to plan a dynamic composition, develop a rubric to self-assess	create a photo-realistic drawing of objects personal to you  create a still-life drawing from observation in a particular artistic style	<b>math:</b> shapes and forms  <b>science:</b> various textures, color theory  <b>social studies:</b> periods of art history
<b>Visual Text</b>  <i>Still Life</i> , Klaus Boekhoff		<b>Art Criticism</b>  <b>Describe:</b> What elements of art do you see? <b>Analyze:</b> What gives the art a photo-realistic quality? <b>Interpret:</b> What is the purpose of creating a still-life? How has that purpose changed over time? <b>Judge:</b> Critique the still-life drawing in terms of the use of the elements of art.	<b>Resources</b>  <a href="#">Still Life History</a>  <a href="https://theartofeducation.edu/2018/09/25/how-to-use-art-history-to-take-your-still-life-studies-to-the-next-level/">https://theartofeducation.edu/2018/09/25/how-to-use-art-history-to-take-your-still-life-studies-to-the-next-level/</a>	




<b>Quarter and Timeframe (#days/weeks):</b> Q2/Unit 1 (4 weeks)		<b>Unit:</b> Portrait Drawing		
<b>Big Ideas:</b> The student can create a portrait from observation using the shape-to-form drawing technique including expression and symbolism.  <b>Guiding Questions:</b> How do artists create portraits containing likeness, expression, and symbolism?		<b>Standards:</b> <u>RESPOND</u> 7.VA.R2.A Interpret art to identify ideas and mood conveyed by analyzing art-making approaches, relevant context, subject matter, and use of media while using appropriate vocabulary. <u>CREATE</u> 7.VA.Cr3.A Reflect on and explain important information about personal artwork in an artist statement or another format. 7.VA.Cr1.B Develop criteria to guide art making or design to meet an identified goal.		
Vocabulary	Skills/Techniques	Suggested Activities	Suggested Assessments	Content Integration
portrait, self-portrait, shape-to-form, proportions, symmetrical, asymmetrical, eye level, nose level, mouth level, ear level, pupil, iris, eyelid, tear duct, frontal view, ¾ view, profile view, symbolism, expression, style	drawing the facial structure and proportions, neck/shoulders, facial features: eye, nose, mouth, ear; shading the face; creating various skin tones; applying texture to hair; viewpoints: frontal, ¾, profile; methods: shape-to-form vs. grid drawing; analyzing portraits for symbolism, expression, style, and technique	create a self-portrait from observation by looking in the mirror, compare and contrast the pre-assessment self-portrait done at the beginning of the year to the self-portrait created after instruction, analyze and discuss self-portraits of master artists and contemporary artists, create a rubric to self-assess the portrait	create a self-portrait from a photograph using the grid technique  create a self-portrait inspired by a “selfie” selecting the technique, medium, and color to reflect personality  self-assess using the student-created rubric  write an artist statement about the portrait	<b>math:</b> proportions, shapes/forms  <b>science:</b> color  <b>language arts:</b> critique  <b>social studies:</b> history of portraiture
<b>Visual Text</b>  Self-Portrait, Chuck Close		<b>Art Criticism</b>  <b>Describe:</b> Describe the style of the portrait.  <b>Analyze:</b> How do you think the artist went about creating this painting?  <b>Interpret:</b> The portrait looks very different up close than it does far away. Why do you think the artist  <b>Judge:</b> Do you like the style of the portrait? Why, why not?		<b>Resources</b> <a href="#">History of Portraiture</a>  <a href="https://theartofeducation.edu/2017/12/29/8-portrait-artists-students-need-see/">https://theartofeducation.edu/2017/12/29/8-portrait-artists-students-need-see/</a>

<b>Quarter and Timeframe (#days/weeks):</b> Q2/Unit 2 (1 week)			<b>Unit:</b> Figure Drawing	
<b>Big Ideas:</b> The student can create a drawing of the human figure. <b>Guiding Questions:</b> How do artists create figure drawings?			<b>Standards:</b> <u>CREATE</u> 7.VA.Cr2.A Persist in developing skills with various materials, methods, and approaches in creating works of art or design using course specific craftsmanship. <u>CONNECT</u> 7.VA.Cn2.A Analyze how responses to art are influenced by understanding the time and place in which it was created, the available resources, and cultural uses.	
Vocabulary	Skills/Techniques	Suggested Activities	Suggested Assessments	Content Integration
body proportions, gesture drawing, movement, positive space, negative space, shape-to-form	proportions of the human figure, gesture drawing, adult proportions vs. child proportions	draw the human figure in shape-to-form using proportional guidelines such as 7 heads tall, etc., critique figure drawings over time in terms of proportions	create a drawing of an athlete/dancer in motion  create gesture drawings of classmates using charcoal or crayon	<b>science:</b> anatomy of human figure  <b>math:</b> proportions, shapes/forms
<b>Visual Text</b>  <p><i>Two Women Teaching a Child How to Walk, Rembrandt Van Rijn</i></p>		<b>Art Criticism</b>  <b>Describe:</b> Describe the line quality used in the figure drawing.  <b>Analyze:</b> How do the body proportions differ from the adult and the child?  <b>Interpret:</b> Why do you think the artist created this drawing?  <b>Judge:</b> What do you like and dislike about gesture drawing?		<b>Resources</b> <a href="#">Gesture Drawing</a>  <a href="#">Figure Drawing</a>  <a href="https://theartofeducation.edu/2017/06/08/model-mondaysor-tutu-tuesdaysor-figure-fridays-taking-students-figure-studies-next-level/">https://theartofeducation.edu/2017/06/08/model-mondaysor-tutu-tuesdaysor-figure-fridays-taking-students-figure-studies-next-level/</a>


Middle School Curriculum Map- Visual Art

<b>Grade:</b> 7th Grade	
<b>Quarter and Timeframe (#days/weeks):</b> Q2/Unit 3 (2 weeks)	<b>Unit:</b> Principles of Design

<b>Big Ideas:</b> The student can create a work of incorporating the principles of design. <b>Guiding Questions:</b> How does an artist use the principles of design to create a visually compelling piece of work?		<b>Standards:</b> <u>CREATE</u> 7.VA.Cr2.C Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas 7.VA.Cr2.A Persist in developing skills with various materials, methods, and approaches in creating works of art or design using a course specific craftsmanship. <u>RESPOND</u> 7.VA.R3.A Compare and contrast evaluation of art based on personal preference versus established criteria.		
Vocabulary	Skills/Techniques	Suggested Activities	Suggested Assessments	Content Integration
emphasis, rhythm/movement, balance, asymmetrical balance, symmetrical balance, radial balance, unity, variety/contrast, harmony	arranging and experimenting with the elements of art to create emphasis, rhythm/movement, balance, unity, variety, and contrast in works of art	analyze and critique works of art according to the use of the principles of design	create an abstract work of art incorporating the principles of design  create an accordion-fold book containing small art pieces that focus on each principle of design	<b>math:</b> pattern, scale  <b>language arts:</b> critique
<b>Visual Text</b> 		<b>Art Criticism</b>  <b>Describe:</b> Which principles of design did the artist use in the creation of this work?  <b>Analyze:</b> How are the elements of art used to create the principles of design?  <b>Interpret:</b> How can radial designs be created?  <b>Judge:</b> Do you like the artist's choice of color? Why, why not?		<b>Resources</b> <a href="#">Principles of Design</a>  <a href="https://theartofeducation.edu/2017/12/18/everything-need-design-perfect-intro-art-course/">https://theartofeducation.edu/2017/12/18/everything-need-design-perfect-intro-art-course/</a>
<i>X Within X Squared, Michael Griesgraber</i>				


Middle School Curriculum Map- Visual Art

<b>Grade:</b> 7th Grade	
<b>Quarter and Timeframe (#days/weeks):</b> Q2/Unit 4 (2 weeks)	<b>Unit:</b> Creating Art for Presentation


<b>Big Ideas:</b> The student can create a work of art for presentation in a local, regional, or national contest. <b>Guiding Questions:</b> How does an artist create a work of art for display? What steps go into the creation of artwork with a specific theme?		<b>Standards:</b> <u>CREATE</u> 7.VA.Cr1.A Apply formal and informal methods to overcome creative blocks. 7.VA.Cr3.A Reflect on and explain important information about personal artwork in an artist statement or another format. 7.VA.Cr2.C Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas. <u>RESPOND</u> 7.VA.R1.A Analyze multiple ways that images influence specific audiences.		
Vocabulary	Skills/Techniques	Suggested Activities	Suggested Assessments	Content Integration
brainstorming, thumb-nail sketch, first draft/preliminary, dynamic composition, revising, reflecting, theme, elements and principles of design, image source	steps in the creative process, generating ideas that relate to a specific theme, communicating a message in artwork, revising work to get it "presentation ready," writing an artist statement	discuss theme as a class, brainstorm individual ideas/concepts, locate sources of imagery, critique examples of winning and non-winning entries, discussion of elements and principles of art	create a work of art for presentation in a local, region or national contest such as the Cooper-Young Art Contest, SCS Holiday Card Contest, MLGW Contest, Briarcrest Regional Art Contest, Mid-South Scholastic Art Awards, Magnet Schools of America Contest, Doodle4Google, etc.	language arts: critique, writing an artist statement, applying theme to art
<b>Visual Text</b>  Magnet Schools of America Contest Winner 2017		<b>Art Criticism</b> <b>Describe:</b> Describe the art. What do you see?  <b>Analyze:</b> How did the student use the elements of art and principles of design?  <b>Interpret:</b> How does the art represent the pillars of magnet schools: diversity, innovative curriculum, academic excellence, high-quality instruction, family/community partnerships?  <b>Judge:</b> Evaluate the contest entry.		<b>Resources</b> <a href="#">How to Prepare for an Art Presentation</a>  <a href="https://theartofeducation.edu/2017/07/27/students-present-work-public/">https://theartofeducation.edu/2017/07/27/students-present-work-public/</a>

Middle School Curriculum Map- Visual Art


<b>Grade:</b> 7th grade	
<b>Quarter and Timeframe (#days/weeks):</b> Q3/Unit 1 (2 weeks)	<b>Unit:</b> Media, Techniques, and Processes of Painting

<p><b>Big Ideas:</b> I can use and care for paint and brushes in a safe and effective manner.</p> <p><b>Guiding Questions:</b> Why is it important to know how to take care brushes in the art room? How does knowing different brush strokes help you to identify different artistic styles? How do artists choose tools, techniques, and materials to express their ideas?</p>		<p><b>Standards:</b>  <u>CREATE</u>            7.VA.Cr2.B Demonstrate awareness of ethical responsibility when using traditional and emergent media.            7.VA.Cr2.A Persist in developing skills with various materials, methods, and approaches in creating works of art or design using course specific craftsmanship.  <u>PRESENT</u>            7.VA.P1.A Compare and contrast how traditional and emerging technologies have changed the way artwork is preserved, presented, and experienced.</p>		
Vocabulary	Skills/Techniques	Suggested Activities	Suggested Assessments	Content Integration
watercolor paint, acrylic paint, oil paint, tempera paint, stippling, dry brushing, wet-on-wet, hatching, cross-hatching, sgraffito	brush care and usage, use of various brush strokes, use and recognition different techniques and styles artists use to express an idea or concept in artwork.	experiment with various painting techniques and media, different brush strokes, dry brush, wet on wet, stippling, blending, crayon resist, pointillism, examine and critique paintings of different styles and media	pre-assessment of painting techniques, formative assessment of painting techniques, class critique	science: color mixing  language arts: compare and contrast
<p><b>Visual Text</b>            "Castle Geyser" Thomas Moran</p> 		<p><b>Art Criticism</b>  <b>Describe:</b> What painting techniques did the artist use?   <b>Analyze:</b> How do the various types of techniques fit the subject of the painting?   <b>Interpret:</b> What feeling do you think the artist is trying to communicate?   <b>Judge:</b> What is the most successful part of this painting? What is the least successful?</p>		<p><b>Resources</b>  <a href="http://www.artic.edu/aic/collections/artwork/27992">http://www.artic.edu/aic/collections/artwork/27992</a>  <a href="https://www.youtube.com/watch?v=G5ltlgaytLM">https://www.youtube.com/watch?v=G5ltlgaytLM</a></p>




<b>Grade:</b> 7th grade				
<b>Quarter and Timeframe (#days/weeks):</b> Q3/Unit 2 (2 weeks)			<b>Unit:</b> Color Theory in Painting	
<b>Big Ideas:</b> I can apply the concept of the color wheel, color schemes, and color theory to painting.  <b>Guiding Questions:</b> In what ways color can be combined to create harmonious combinations? How can color evoke emotion? Why is it important to know your primary colors? What is the formula for secondary and tertiary colors?			<b>Standards:</b> <u>CREATE</u> 7.VA.Cr2.A Persist in developing skills with various materials, methods, and approaches in creating works of art or design using course specific craftsmanship. <u>RESPOND</u> 7.VA.R2.A Interpret art to identify ideas and mood conveyed by analyzing art-making approaches, relevant context, subject matter, and use of media while using appropriate art vocabulary.	
Vocabulary	Skills/Techniques	Suggested Activities	Suggested Assessments	Content Integration
color/hue/value, color wheel, analogous colors, complementary colors, warm/cool colors - monochromatic colors - neutral colors - primary colors - secondary colors, tertiary, tint, shade	painting the color wheel, applying the properties of color (hue, value, intensity) and color schemes (monochromatic, analogous, complementary, neutral, cool/warm), apply the expressive qualities of color (emotional, psychological, cultural, symbolic)	mix the primary colors to create the color wheel, analyze the three properties related to color: hue, value, intensity, understand and demonstrate that value reflects the lightness or darkness of color (tints and shades), analyze paintings for the emotional expression of color	painting in a specific color scheme  written critique of the expressive qualities of color in a painting	<b>science:</b> color  <b>language arts:</b> critique
<b>Visual Text</b> "Infinity Dots" Yayoi Kusama 		<b>Art Criticism</b> <b>Describe:</b> What color schemes did the artist use in the painting?  <b>Analyze:</b> How does the color impact the emotional quality of the painting?  <b>Interpret:</b> How is color used to create the illusion of space?  <b>Judge:</b> Do you like the style of the artwork? Why. why not?		<b>Resources</b> <a href="https://www.youtube.com/watch?v=ae6olgZK2-s&amp;pbjreload=10">https://www.youtube.com/watch?v=ae6olgZK2-s&amp;pbjreload=10</a> <a href="https://www.youtube.com/watch?v=0DXZvcfPVrk">https://www.youtube.com/watch?v=0DXZvcfPVrk</a> <a href="https://www.khanacademy.org/partner-content/pixar/storytelling/visual-language/v/color-visual-theory-watercolor/?open_video=7gun5khkqc-102713">https://www.khanacademy.org/partner-content/pixar/storytelling/visual-language/v/color-visual-theory-watercolor/?open_video=7gun5khkqc-102713</a>



<b>Quarter and Timeframe (#days/weeks):</b> Q3/Unit 3 (2 weeks)			<b>Unit:</b> Spatial Relationships in Painting	
<b>Big Ideas:</b> I can create the illusion of space in a painting by using various methods.  <b>Guiding Questions:</b> How does the use of linear and atmospheric perspective make work of art appear more realistic? How can space be used to express/communicate ideas? How can an artist create the illusion of depth on a 2 dimensional surface?			<b>Standards:</b> <u>CREATE</u> 7.VA.Cr2.A Persist in developing skills with various materials, methods, and approaches in creating works of art or design using course specific craftsmanship. 7.VA. Cr1.B Develop criteria to guide art-making or design to meet an identified goal. <u>CONNECT</u> 7.VA.Cn2.A Analyze how responses to art are influenced by understanding the time and place in which it was created, the available resources, and cultural uses.	
Vocabulary	Skills/Techniques	Suggested Activities	Suggested Assessments	Content Integration
positive and negative space, depth, atmospheric perspective, linear perspective, 1 and 2 point perspective, horizon line, spatial organization, foreground, midground, background, illusion of depth, eye level, birds-eye view, worm's-eye view, vanishing point	methods of creating depth, atmospheric perspective, one-point linear perspective	draw boxes in linear perspective, draw a street in 1 and 2 point linear perspective, demonstrate atmospheric perspective using watercolor (bluer tint, less detail)	create a painting using 1 or 2-point perspective as well as atmospheric perspective  create a perspective drawing of a building	<b>math:</b> spatial relationships
<b>Visual Text</b> "Rue de Paris" Gustav Caillebotte 		<b>Art Criticism</b> <b>Describe:</b> What methods did the artist use to create depth?  <b>Analyze:</b> How did the artist use perspective?  <b>Interpret:</b> Why do you think the artist put three figures in the bottom right corner?  <b>Judge:</b> Was the artist successful in capturing the feeling of a rainy day in Paris? Why/why not?		<b>Resources</b> <a href="https://www.finearttips.com/2014/09/create-depth-in-your-landscape-painting/">https://www.finearttips.com/2014/09/create-depth-in-your-landscape-painting/</a>  <a href="https://www.nationalgallery.org.uk/paintings/meindert-hobbema-the-avenue-at-middelharnis">https://www.nationalgallery.org.uk/paintings/meindert-hobbema-the-avenue-at-middelharnis</a>


Middle School Curriculum Map- Visual Art

<b>Grade:</b> 7th grade	
<b>Quarter and Timeframe (#days/weeks):</b> Q3/Unit 4 (2 weeks)	<b>Unit:</b> Painting Themes and Genres

<p><b>Big Ideas:</b> I can identify different painting themes and genres and develop my observation skills to appreciate the work of great artists' and to critique the way in which artists have expressed themselves using different media.</p> <p><b>Guiding Questions:</b> How does media choice, theme, and subject matter affect an artwork? How can observational skills gained through the visual arts and the artistic process carry over into daily life?</p>		<p><b>Benchmark:</b>  <u>PRESENT</u>  7.VA.P2.A Based on criteria, analyze and evaluate methods for preparing and presenting art.  <u>CREATE</u>  7.VA. Cr1.B Develop criteria to guide art-making or design to meet an identified goal  <u>CONNECT.</u>  7.VA.Cn2.A Analyze how responses to art are influenced by understanding the time and place in which it was created, the available resources, and cultural uses.</p>		
Vocabulary	Skills/Techniques	Activities	Assessment	Content Integration
still life, portrait, cityscape, seascape, media, composition, proportions	recognizing and creating various themes in painting, creating preliminary sketches	discuss, analyze, and critique paintings of different themes	create a painting with a theme of your choice	language arts, social studies
<p><b>Visual Text</b>  "The Gulf Stream" Winslow Homer</p> 		<p><b>Art Criticism</b>  <b>Describe:</b> What is the genre of this painting?  <b>Analyze:</b> What do think is happening?  <b>Interpret:</b> How does the use of color and texture set the mood?  <b>Judge:</b> Critique the artist's ability to capture the impression of water.</p>		<p><b>Resources</b>  <a href="http://www.visual-arts-cork.com/painting-genres.htm">http://www.visual-arts-cork.com/painting-genres.htm</a>  <a href="http://totallyhistory.com/the-gulf-stream/">http://totallyhistory.com/the-gulf-stream/</a></p>



Middle School Curriculum Map- Visual Art

<b>Grade:</b> 7th grade	
<b>Quarter and Timeframe (#days/weeks):</b> Q3/Unit 5 (2 weeks)	<b>Unit:</b> Painting Styles and Movements

<p><b>Big Ideas:</b> I can recognize and apply various painting styles in my work and the work of others.</p> <p><b>Guiding Questions:</b> How do artists' styles differ from each other? How do artists express themselves through their works of art? How can I identify characteristics of an artist's style of art? How and why do artists make stylistic choices?</p>		<p><b>Standards:</b>  <u>CREATE</u>            7.VA.Cr2.A Persist in developing skills with various materials, methods, and approaches in creating works of art or design using course specific craftsmanship.  <u>RESPOND</u>            7.VA.R1.A Analyze multiple ways that images influence specific audiences.            7.VA.R3.A Compare and contrast evaluation of art based on personal preference versus established criteria.  <u>CONNECT</u>            7.VA.Cn2.A Analyze how responses to art are influenced by understanding the time and place in which it was created, the available resources, and cultural uses.</p>		
Vocabulary	Skills/Techniques	Suggested Activities	Suggested Assessments	Content Integration
realism, impressionism, post-impressionism, pointillism, cubism, fauvism, expressionism, dada, surrealism, abstract, pop-art, op-art	identifying various painting styles and movements, replicating various painting styles	view, discuss, and critique paintings in different styles and movements	painting of your choice of subject matter in particular painting style or movement	<p><b>language arts:</b> compare and contrast</p> <p><b>social studies:</b> art and culture</p>
<p><b>Visual Text</b>            "Persistence of Memory" Salvador Dali</p> 		<p><b>Art Criticism</b>  <b>Describe:</b> What is the painting style and movement?  <b>Analyze:</b> Explain an example of symbolism.  <b>Interpret:</b> What do you think the artist was trying to communicate in this artwork?  <b>Judge:</b> Do you like the painting style? Explain.</p>		<p><b>Resources</b>  <a href="http://www.artyfactory.com/art-appreciation.html">http://www.artyfactory.com/art-appreciation.html</a>  <a href="http://www.phaidon.com/agenda/art/articles/2016/may/10/salvador-dalis-the-persistence-of-memory-explained/">http://www.phaidon.com/agenda/art/articles/2016/may/10/salvador-dalis-the-persistence-of-memory-explained/</a></p>


Middle School Curriculum Map- Visual Art

<b>Grade:</b> 7th grade	
<b>Quarter and Timeframe (#days/weeks):</b> Q4/Unit 1 (1 week)	<b>Unit:</b> Introduction to Sculpture/3-D Design: History of Sculpture

<p><b>Big Ideas:</b> Students will understand what makes a work of art a sculpture. Students will understand the history of sculpture and its' origins.</p> <p><b>Guiding Questions:</b> How does knowing the contexts histories and traditions of art forms help us create works of art and design? How does art help us understand the lives of people of different times, places, and cultures?</p> <p>What is sculpture? Who created the first sculptures? Why were sculptures created?</p>			<p><b>Standards:</b></p> <p><u>CREATE</u></p> <p>7.VA.Cr2.A Persist in developing skills with various materials, methods, and approaches in creating works of art or design using course specific craftsmanship.</p> <p><u>PRESENT</u></p> <p>7.VA.P2.A Based on criteria, analyze and evaluate methods for preparing and presenting art.</p>	
Vocabulary	Skills/Techniques	Suggested Activities	Suggested Assessments	Content Integration
sculpture, 3-Dimensional, prehistoric, utilitarian, ceremonial, decorative, clay, stone, marble, modeling, additive, subtractive, carving, slab, casting, assemblage, armature	<p>explain and conceptualize the form and function of three dimensions.</p> <p>explain and present the history of sculpture..</p> <p>verbally critique utilitarian and decorative sculpture.</p>	view and discuss examples of sculpture from specific periods in time (prehistoric, Egyptian, Renaissance Neo-Classic, Native American, 20 <sup>th</sup> century)	work in small groups to create a PowerPoint on types of sculpture and the history of sculpture	<b>social studies:</b> people, cultures, countries, traditional and ceremonial
<p><b>Visual Text</b></p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Liberty The Sphinx</p> </div> <div style="text-align: center;">  <p>Statue of</p> </div> </div>		<p><b>Art Criticism</b></p> <p><b>Describe:</b> Compare and contrast the two sculptures.</p> <p><b>Analyze:</b> What do you think the sculptures are made from?</p> <p><b>Interpret:</b> Why do you think each sculpture was created? Do you think it was created for a specific purpose?</p> <p><b>Judge:</b> How long do you think it takes to create this type of sculpture?</p>		<p><b>Resources</b></p> <p>Virtual Museum Visits</p> <p><a href="https://www.makeuseof.com/tag/visit-5-virtual-museums-leaving-home/">https://www.makeuseof.com/tag/visit-5-virtual-museums-leaving-home/</a></p> <p><a href="http://www.visual-arts-cork.com/sculpture-history.htm">http://www.visual-arts-cork.com/sculpture-history.htm</a></p>

Middle School Curriculum Map- Visual Art

<b>Grade:</b> 7th grade	
<b>Quarter and Timeframe (#days/weeks):</b> Q4/Unit 2 (6 weeks)	<b>Unit:</b> The 4 Types of Sculpture: Assembling, Modeling, Carving, and Casting

<b>Big Ideas:</b> Students will understand and learn to utilize various sculpture techniques and mediums. Students will recognize the various materials used to create three-dimensional works of art. <b>Guiding Questions:</b> How do the various ways to create sculpture form and or create a work of art? What is the difference between functional and decorative art?		<b>Standards:</b> <u>CREATE</u> 7.VA.Cr2.A Persist in developing skills with various materials, methods, and approaches in creating works of art or design using course specific craftsmanship. 7.VA.Cr2.B Demonstrate awareness of ethical responsibility when using traditional and emergent media. 7.VA.Cr2 Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas.		
Vocabulary	Skills/Techniques	Suggested Activities	Suggested Assessments	Content Integration
assembling, modeling, casting, carving, subtractive, additive, relief, ceramic, slab, coil, papier mache, armature, utilitarian	working with various mediums and materials, proper use of various materials, clay care and usage	ceramics/clay: slab technique, additive and subtractive technique, applying glaze  assembling found objects	create a slab trinket box  create a clay Egyptian inspired cartouche with additive and subtractive clay techniques  create an assemblage cardboard relief sculpture  create a shoebox self portrait using found objects	<b>science:</b> balance, structure  <b>math:</b> additive, subtractive
<b>Visual Text</b> Rodin "The Thinker" 		<b>Art Criticism</b> <b>Describe:</b> What do you see?  <b>Analyze:</b> How is the space and form used?  <b>Interpret:</b> How does the work of art utilize balance?  <b>Judge:</b> Does this sculpture fulfill its intended purpose? Why or why not?		<b>Resources</b> <a href="http://artistsinspireartists.com/sculpture/famous-sculptures-world">http://artistsinspireartists.com/sculpture/famous-sculptures-world</a>  <a href="http://www.getty.edu/museum/">http://www.getty.edu/museum/</a>

Middle School Curriculum Map- Visual Art

<b>Grade:</b> 7th grade	
<b>Quarter and Timeframe (#days/weeks):</b> Q4/Unit 3 (2 weeks)	<b>Unit:</b> Art Careers

**Big Ideas:** Students will study and understand the various types of careers associated with visual art

**Guiding Questions:** How does knowing and using visual art careers help us understand and interpret works of art? How does an understanding of other subjects help us understand the requirements for various art careers? What are the educational requirements for careers in art? What are the differences between a fine arts career and a design career?

**Standards:**

PRESENT

7.VA.P2.A Based on criteria, analyze and evaluate methods for preparing and presenting art.

7.VA.P3.A Compare and contrast perceptions of exhibitions in traditional and emerging presentation spaces.

RESPOND

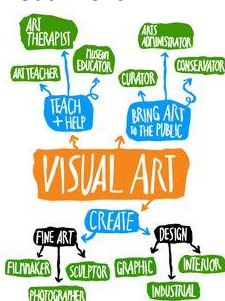
7.VA.R1.B Explain how presentation methods and environments influence how art is perceived and valued.

CONNECT

7.VA.Cn1.A Individually or collaboratively create visual documentation of places and times in which people gather to make and experience art or design.

Vocabulary	Skills/Techniques	Suggested Activities	Suggested Assessments	Content Integration
fine artist, designer, graphic designer, illustrator, decorative artist, animator, computer animator, game designer, environmental designer, web designer, multimedia designer, photographer, photojournalist, art director, curator, conservator, textiles designer, art educator	education, job responsibilities, experience, necessary skills, median income required for particular careers in art	field trips to art-related places of work, artist speakers from various art careers, research and discuss necessary education and skills for specific art careers, work in groups to create a PowerPoint or Prezi presentation that focuses on various art careers	powerpoint of art careers  create a work of art related to a chosen art career (floorplan for architect, logo for graphic designer, etc.)	<b>language arts:</b> compare and contrast  <b>social studies:</b> careers

**Visual Text**



**Art Criticism**

**Describe:** What art careers are featured in the poster?

**Analyze:** How does a particular interest in art lead to a specific career choice?

**Interpret:** What do all of the categories of careers have in common?

**Judge:** Would you consider a career in the arts? Why, why not?

**Resources**

[www.studentartguide.com](http://www.studentartguide.com) (click on the careers tab)

<https://theartofeducation.edu/2017/09/29/art-career-rotation-stations-art-studio/>