

VISUAL ARTS DEPARTMENT

ART 1 EXPLORATORY: GRADE 7

Department Contact Information

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The Department's Educational Philosophy

Art is essential in education. Students engage in art production, art history, art criticism and discussion of aesthetics to broaden their understanding of self and community, to place the arts in an historical and cultural context, and to experience the arts as a universal form of human expression and communication.

Guiding Principles

The art curriculum does the following:

- emphasizes development of students' skills and understanding of creating and responding;
- teaches the language inherent in the four disciplines: art production, art history, art criticism, aesthetics;
- enables students to apply both imagination and rational thinking to the making of art;
- enables students to invent and explore multiple solutions to a problem;
- enables students to understand the value of reflection and critical judgment in creative work;
- promotes knowledge and understanding of the historical and cultural context of the arts – how world cultures have been influenced and shaped by the arts;
- facilitates positive peer interaction, including receiving and using feedback;
- encourages self-motivation to create and problem solve;
- uses artistic literacy as a natural enhancement to learning in other content areas;
- fosters positive attitudes toward art and opinions of other artists;
- uses a variety of assessment methods to evaluate what students know and are able to do;
- introduces career possibilities.

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Course Frequency: Class meets every other day for half the year (45 class sessions)

Credits Offered: None

Prerequisites: None

Background to the Curriculum

Before 1995 Art II was a full-year elective course. Since 1995, when Art I became a half-year elective course, it has had many iterations. The following school year it became a required Exploratory program for grade 7 students, meeting every other day for one-half of the year. For several years grade 7 students on the Blue Team had Art 1 for only one quarter of the year, rather than one-half. Presently Art I is a required half-year Exploratory course for all grade 7 students.

Core Topics/Questions/Concepts/Skills

Seventh grade students will explore and experience the elements of design through the process of creating, talking and writing about art in a studio atmosphere. Students will learn an appreciation for the visual language and explore their individuality through the art process. They will gain an understanding of Art's purpose in our society and how it influences a culture. In addition, students will learn how to critique their work and the work of others through the use of visual arts terms. Students will also maintain a portfolio of work throughout the term (4.7).

- Elements of Design Unit: Definition and Application
- Drawing Unit: How to Draw from Direct Observation
- Clay Unit: Properties and Techniques
- Painting Unit: Techniques with Acrylic Paint

Course-End Learning Objectives

<u>Learning objective</u>	<u>Corresponding state standards, where applicable</u>
<p>1] Elements of Design Unit: Definition and Application</p> <ul style="list-style-type: none"> • Define the elements of design and identify those elements in examples of works of art. • Discuss the work of art and interpret its meaning. • Create a collage based on an element of design using images from magazines. 	<p>2.8 Be able to identify various types of line.</p> <p>2.9 Be able to differentiate between surface texture and visual texture.</p> <p>2.10 Be able to identify an expanding and increasingly sophisticated array of shapes and forms.</p> <p>5.5 Be able to describe visual, spatial, and tactile characteristics of artwork.</p> <p>6.3 Interpret the meanings of artistic works by explaining how the subject matter and/or form reflect the events, ideas, religions, and customs of people living at a particular time in history.</p>
<p>2] Drawing Unit: How to Draw from Direct Observation</p> <ul style="list-style-type: none"> • Explore the different kinds of line and how line creates texture. • Learn the range of value and how to apply it to a 2D form to create the illusion of 3D. • Practice drawing from a simple still life of boxes and using the pencil as a drawing tool. • Learn how simple geometry plays a role in the drawing process. • Explore color theory and how to apply color to a drawing. • Art History Connection: Albrecht Durer and the use of Alberti's veil. 	<p>2.7 Be able to identify hues, values, intermediate shades, tints, tones, complementary, analogous, and monochromatic color.</p> <p>2.11 Create 2D compositions that give the illusion of 3D space and volume.</p> <p>3.4 Create 2D representational artwork from direct observation.</p> <p>4.4 Produce work that shows an understanding of the concept of craftsmanship.</p> <p>10.2 Continue the above (integrate knowledge of visual arts and apply the arts to learning other disciplines) and apply knowledge of other disciplines in learning in and about the arts.</p>
<p>3] Clay Unit: Properties and Techniques</p> <ul style="list-style-type: none"> • Explore and experiment with the properties of clay. • Create a relief tile and study how the properties of clay respond to the environment and firing. 	<p>1.5 Expand the repertoire of 3D art processes, techniques and materials.</p> <p>3.5 Create a symbolic artwork by substituting symbols for objects, relationships, or ideas.</p>

<ul style="list-style-type: none"> • Explain how the invention of modern firing methods has changed the art of ceramics and other ways the technology is used. • Review hand-building techniques and create a functional sculptural vessel that incorporates symbols that represent the student’s individual personalities. • Art History Connection: Pottery of Santa Clara. <p>4] Painting Unit: Techniques with Acrylic Paint</p> <ul style="list-style-type: none"> • Learn the proper way to paint with acrylic paint. • Explore and experiment with acrylic paint and its properties by creating several small sketches using techniques demonstrated. • Create an acrylic painting based on a non-representational preliminary drawing using the techniques demonstrated and practiced. • Explore and discuss the work of the abstract expressionists. • Art History Connection: Pollock and De Kooning 	<p>5.6 Demonstrate the ability to describe the kinds of imagery used to represent subject matter and ideas.</p> <p>7.2 Describe the role of artist in specific cultures and periods, and compare similarities and differences in these roles.</p> <p>9.2 Identify and describe examples of how the discovery of new inventions and technologies brought about changes in the arts.</p> <p>9.3 Identify and describe examples of how artists make innovative uses of technologies and inventions.</p> <p>10.2 Apply knowledge of other disciplines in learning about the arts.</p> <p>1.8 Maintain the workspace, materials, and tools responsibly and safely.</p> <p>3.6 Create artwork that employs the use of free form symbolic imagery that demonstrates personal invention.</p> <p>8.4 Identify American styles and genres of visual arts, describe their sources, and cite well-known artists associated with these styles.</p>
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Assessment

Students will be graded on their art products and how well the work met the requirements for the project. Students will be graded on their behavior in class and how they use materials and the studio environment. In-class worksheets will also be included in the final grade. In addition, students will read four different Scholastics magazines in Art History folders and do a worksheet for each. These worksheets will be added to the portfolio of 2D artwork

Grading for Art 1 is Pass/Fail. The art teacher uses a variety of assessment strategies: rubrics, group critiques, written self-reflections.

Technology and Health Learning Objectives Addressed in This Course

(This section is for faculty and administrative reference; students and parents may disregard.)

<u>Course activity: Skills &/or topics taught</u>	<u>Standard(s) addressed through this activity</u>

Materials and Resources

The art teacher uses a variety of visual resources: prints, magazines, books, teacher examples, student exemplars, etc. to introduce concepts and skills.

Art 1 Exploratory requires sufficient and appropriate art materials and tools, a dedicated art room, kiln/kiln room, and at least one desktop computer station for teacher and student use.