**CURRICULUM MAP**

**GRADE: 07**

**SUBJECT: ART**

**TEACHER: MS. RIKKA MARIE GONZALEZ**

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| **TERM (NO)** | **UNIT TOPIC** | **CONTENT STANDARD**  **PERFORMANCE STANDARD** | **ESSENTIAL QUESTIONS**  **ENDURING UNDERSTANDING** | **SKILLS** | **ASSESSMENT**  **F: FORMATIVE**  **S: SUMMATIVE** | **ACTIVITIES/**  **STRATEGIES** | **RESOURCES** |
| **TERM 1**  June-Sept.  50mins/meet  10 Meetings | **ART MATERIALS**  **ART ELEMENTS AND DESIGN PRINCIPLES** | *CS:*   1. **ART MATERIALS** 2. **ART ELEMENTS AND DESIGN PRINCIPLES**  * Color * Line * Shape * Value or Tone * Texture * Volume or Form * Emphasis * Harmony * Unity * Opposition   *PS:*  Create repeating design (Color Scramble)  Drawing from Observation  Art Journal | *EQ:*  How are art elements and design principles used to organize and express ideas?  *EU:*  Students will understand that art elements and design principles can be used to organize visual communication and can be used intentionally to elicit a specific response from the viewer. | *At the level of KNOWLEDGE*  Identify and define visual elements and principles.  *At the level of PROCESS*  Analyze and interpret visual elements and principles integrated in various works of art and/or in the environment.  *At the level of UNDERSTAN-DING*  Discuss observations of the environment and how these can be used to represent visual expression.  *At the level of PRODUCT/PERFORMANCE*  Apply visual elements and principles in creating a Color Scramble that would inspire other people to see beauty beyond repeating designs. | *At the level of KNOWLEDGE*  F: Recognize visual elements and principles observed in artworks or the environment.  *At the level of PROCESS*  F: Visually recognize and interpret visual elements and principles used and integrated in various art forms.  *At the level of UNDERSTAN-DING*  F:  Synthesize orally the fundamental visual and emotive nature of what has been observed in the environment that can be used to represent visual expression.  *At the level of PRODUCT/PERFORMANCE*  S: Rubric for Color Scramble evaluated by self and peer evaluations.  S: Rubric for Art Journal (Written) | *At the level of KNOWLEDGE*  Enumerate three or to five visual elements and principles observed in an artwork or the environment.  *At the level of PROCESS*  Create a PPT of observed elements and principles integrated in various works of art and/or in the environment.  Design a repeating visual element integrated in a group art work (i.e. collage, drawn from observation)  *At the level of UNDERSTAN-DING*  Interpret visual and expressive features seen in the Environment.  *At the level of PRODUCT/PERFORMANCE*  Create a color scramble by creating repeating design or visual element. | Hetland, Lois. et.al. *Studio Thinking: The real benefits of visual arts education.* 2007, Teachers College Press.  Percy Principles of Art and Composition (<http://www.goshen.edu/art/ed/percy1.html>), Goshen College Art Department.  Davidson, Rosemary. *What is Art?* Oxford. Oxford University Press. 1993  Holohan, Clodagh, et., al. *Art, Craft and Design*. Dublin, Gill and Macmillan, 1993.  <http://www.d-zignsinc.com/pantone.html>  <http://wapedia.mobi/en/CIE_1931_color_space.html>  [www.youtube.com/watch?v=x0-qoXOCOow](http://www.youtube.com/watch?v=x0-qoXOCOow) |
| **TERM 2**  Oct-Dec  50min/meet  8 Meetings | **ART TECHNIQUES** | CS:   1. **ART TECHNIQUES**  * Value and Tone * Hatching * Vertical * Horizontal * Diagonal * Cross * Scumbling and Stippling   PS:  Scumbling/Stippling of Faces/Figures  Cartoon/Anime  Self-Portrait | EQ:  What is the importance of choosing particular tools, techniques, and materials in expressing an idea to an artwork?  EU:  Students will understand that choosing the right art medium, and technique determine the quality of work. | *At the level of KNOWLEDGE*  Identify art techniques used in sketching and drawing.  *At the level of PROCESS*  15-minute brainstorming activity and/or experimentation by drawing concept sketches of forms/figures by group of 5.  *At the level of UNDERSTAN-DING*  Learners develop an awareness of how art techniques can create value, form and depth in an illustration of ideas and emotions.  *At the level of PRODUCT/PERFORMANCE*  Apply pencil techniques in various art forms such as in drawing faces/figures, cartoon/anime, and self-portrait. | *At the level of KNOWLEDGE*  F: Visually identify art techniques used in sketching and drawing.  *At the level of PROCESS*  F: Express (in discussion) the ability to show integration of inquiry and intent in the completed work.  *At the level of UNDERSTAN-DING*  F: Teacher’s observation on students’ work ethics.  S: Peer Response  *At the level of PRODUCT/PERFORMANCE*  S: Rubric for Artworks  S: Art Journal (Written)  S: Peer Evaluation | *At the level of KNOWLEDGE*  Enumerate 2 or more art techniques that the students are knowledgeable of and describe how these are integrated in creating a work of art.  *At the level of PROCESS*  Create/present collaboratively and independently, art techniques used in giving value, tone and form to a figure.  *At the level of UNDERSTAN-DING*  Students visually and orally present their sketches and outputs integrated with various art techniques.  *At the level of PRODUCT/PERFORMANCE*  Creating, making and presenting artworks integrated with techniques wherein students showcased their ability to manipulate these to form a figure/subject. | Lewis, David. *Pencil Drawing Techniques.* Watson-Guptill Publications. New York. 1984  Wang, T.C. *Pencil Sketching Second Edition.* N.Y. USA. 2002  Yepez, R.L., et., al. *Basics: Pencil Technique.* University of Texas. USA. 2006  Salisbury, M., Anderson, S.E., et., al. *Pen and Ink Illustration.* Pixar. CA, USA.  Baselmans, John. *Drawing Courses.* Curacao. 2008.  Tubbs, M.B. *Pen and Ink Drawing Techniques.* Artist Daily. Interweave Press. Loveland, CO. 2012. |
| **TERM 3**  Jan-March  50min/meet  10 Meeting | **HISTORICAL AND CULTURAL ASPECTS OF ART** | CS:   1. **COMPOSITIO-NAL PLANNING** 2. **AESTHETIC EXPRESSION**   PS:  Create images to produce particular style of art and visual effects  Create images that incorporate the styles of artists from a variety of social, historical, cultural contexts  Create images for specific purposes (i.e. social commentary, social analysis, entertainment)  PS:  Poster  Visual Report  Over-all Portfolio | EQ:  How does Art contribute to the growth of society.  EU:  Students will understand that Art determines cultural oneness by providing a nation with an aesthetic ideal which forms its collective soul. | *At the level of KNOWLEDGE*  Describe historical and cultural aspects of art  *At the level of PROCESS*  15-minute brainstorming activity groups of five conceiving an illustration/  image.  *At the level of UNDERSTAN-DING*  Describe how successful a set of given artists were in representing a variety of historical period, styles, and cultures have used their illustration in creating a specific effect.  *At the level of PRODUCT/PERFORMANCE*  Apply strategies to reflect on and respond to their own or others’ expressive work (poster) | *At the level of KNOWLEDGE*  F: Oral Response/  Report  *At the level of PROCESS*  F: Visual Presentation Rubric  *At the level of UNDERSTAN-DING*  F: Synthesize Art Journal (Written)  *At the level of PRODUCT/PERFORMANCE*  S: Self/Group Evaluation (Rubric)  S: Peer Evaluation (Rubric)  S: Critique Teacher Evaluation  (Rubric)  S: Checklist for Portfolio | *At the level of KNOWLEDGE*  Identify ways in which visual arts affect various aspects of society and economy.  *At the level of PROCESS*  Demonstrate critical awareness of and the value of arts in creating and reflecting culture.  *At the level of UNDERSTAN-DING*  Identify strengths and areas of improvement in the artist’s work and that of others.  Assess and visually respond to a particular artwork or artist in terms of: materials, elements and principles used, subject matter, and purpose of artwork.  *At the level of PRODUCT/PERFORMANCE*  Engage students in reflective activities when viewing, creating, and responding to art.  Create a personally meaningful illustration that reflects influence from variety of historical and contemporary artists. | Kemper, M.L. *Contemporary Drawing as Idea and Process.* 2013.  Fyfe, G. *Aspects of the Culture of Copies.* Keele University. 2004. |

*References:*

*Massachusetts Arts Curriculum Framework 2009*

*Newfoundland Labrador Curriculum Guide September 2012*

*Curriculum Map Grade 7 Art A.Y. 2013-2014 by Ms. Mariko Camacho*

[*www.k12.wa.us/arts/standards*](http://www.k12.wa.us/arts/standards)

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