

Topic: 7th Grade Studio Art- Element of LINE

- Essential Questions:**
- What are the most effective ways to use the elements and principals of design in art?
 - In what ways can I incorporate the elements and principals of design together in art?
 - How does art affect your everyday life?
 - Why is art important?
 - What is the purpose of art?
 - How does art make us feel?
 - What materials are used to create art?
 - How is art created?
 - How can we use art as a form of communication?

Performance Indicators	Guided Questions	Grade Specific Performance Indicators	Classroom Ideas (Instructional Strategies)	Assessment Ideas
<p>Standard 1: Creating, performing and participating in the arts</p> <p>Standard 2: Knowing and using arts materials and resources</p> <p>Standard 3: Responding to and analyzing works of art.</p> <p>Standard 4: Understanding the cultural dimension and contributions of the arts</p>	<ul style="list-style-type: none"> • What is line? • What does line look like? • What are different kinds of line found in art? • How do we use line to describe what we see? • How does line form shape? • How can we use line to form texture? • How can we use line to show energy? 	<ul style="list-style-type: none"> • Define Line as a mark made by a pointed tool that has length and width. • Creating lines that are implied or actual, straight, zig-zag, curvilinear, dotted, bold, or thin. • Using lines to create texture • Translate three dimensional objects into a two dimensional space using contour lines • Recognize that a closed line creates a shape. • Use techniques such as cross hatching or repeating lines to create texture. • Manipulate line to express emotion and energy by drawing fast, or slow, applying a variation of pressure. 	<ul style="list-style-type: none"> • Drawing to many types of media.(Ink, pencil, charcoal, paint) • Picasso/Matisse inspired “One liners” Students will see artist examples, discuss quality of line, and create their own drawings. • Self portrait line drawing, Students will create a line drawing self portrait in the correct proportion. • Daily Art Journals with theme of line • Class Discussions on line found in art 	<ul style="list-style-type: none"> • Teacher Observations • Student Self Evaluation • Art Journals • Class Discussion • Art Critic Article • Artist Research • Rubric

Connections to Text: Elements and Principals of Design: Teacher's Guide

Time: 10 Weeks

Connections to Technology: Eno Board, Video Clips, Power Point

Key Vocabulary: Line, Movement, Expression, Contour, Hatching, Cross-hatching, Variation

Topic: 7th Grade Studio Art- Element of COLOR

- Essential Questions:**
- What are the most effective ways to use the elements and principals of design in art?
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Performance Indicators	Guided Questions	Grade Specific Performance Indicators	Classroom Ideas (Instructional Strategies)	Assessment Ideas
<p>Standard 1: Creating, performing and participating in the arts</p> <p>Standard 2: Knowing and using arts materials and resources</p> <p>Standard 3: Responding to and analyzing works of art.</p> <p>Standard 4: Understanding the cultural dimension and contributions of the arts</p>	<ul style="list-style-type: none"> • How can colors be described and categorized? • How does color affect the “mood” of the artwork? • What information does a color wheel give us? • What colors work in harmony? • What colors are complementary to each other? • How can colors be created or manipulated? • How do you create tints? • How do you create shades? 	<ul style="list-style-type: none"> • Use color to create contrast, value, and intensity • Utilize the color wheel as a tool to help with organization of color. • Identify moods and tones that different color combinations can create in art.(Warm VS Cool) • Create new colors by mixing Primaries and Secondaries. • Recognize that Analogous colors work in harmony with one another because they are next to each other in the color wheel. • Define complementary colors as colors that are across from each other on the color wheel. • Create tints by adding white • Create shades by mixing Complementaries. • Know the colors in order of the 	<ul style="list-style-type: none"> • Color Wheel Activity- Students will create their own color wheel • Warm/Cool Tissue paper Collage- Students will experiment with the effects of placement of warm and cool colors. • Mood Painting- Students will focus on illustrating a mood using color. • Artist Research: Vincent Van Gough • Daily Art Journals with theme of color. • Class Discussion color used in art. 	<p>Teacher Observations</p> <p>Student Self Evaluation</p> <p>Art Journals</p> <p>Class Discussion</p> <p>Art Critic Article</p> <p>Artist Research</p> <p>Rubric</p>

	<ul style="list-style-type: none">• How do artists make good color choices for their work?	<p>color wheel</p> <ul style="list-style-type: none">• Recognize and name primary and secondary colors by hue	
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Connections to Text: Elements and Principals of Design: Teacher's Guide	Time: 10 Weeks
Connections to Technology: Eno Board, Video Clips, Power Point	
Key Vocabulary: Monochromatic, Primary, Secondary, Tertiary, Analogous, Contrast, Harmony, Complementary, Tint, Shade, Warm, Cool	

Topic: 7th Grade Studio Art- Element of FORM

- Essential Questions:**
- What are the most effective ways to use the elements and principals of design in art?
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Performance Indicators	Guided Questions	Grade Specific Performance Indicators	Classroom Ideas (Instructional Strategies)	Assessment Ideas
<p>Standard 1: Creating, performing and participating in the arts</p> <p>Standard 2: Knowing and using arts materials and resources</p> <p>Standard 3: Responding to and analyzing works of art.</p> <p>Standard 4: Understanding the cultural dimension and contributions of the arts</p>	<ul style="list-style-type: none"> • What is form? • What is volume? • What is sculpture? • What is a relief? • What is the difference between geometric and organic form? • How can we make something abstract? • What is the difference between abstract and realistic form? 	<ul style="list-style-type: none"> • Define form as what describes volume and mass • Define that volume is mass that takes up space. • Recognize that sculpture is a three dimensional work of art • Recognize that a relief is a one sided sculpture meant to be on a wall. • Recognize that geometric form is cubistic and organic form is flowing. • Combine shapes to form objects. • Plan, control, and combine objects to achieve intended results • Break a complex form down to its basic shapes. • Recognize that abstract forms simplify forms to their basic characteristics, and realistic forms 	<ul style="list-style-type: none"> • Clay Mini geometric and organic sculptures • Oak Tag Abstract Animal Stabile Sculpture inspired by Calder, painted with Acrylic • MC Esher, Alexander Calder Artist Research • Daily Art Journals with theme of shape and form 	<p>Teacher Observations</p> <p>Student Self Evaluation</p> <p>Art Journals</p> <p>Class Discussion</p> <p>Art Critic Article</p> <p>Artist Research</p> <p>Rubric</p>

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Connections to Text: Elements and Principals of Design: Teacher's Guide	Time: 10 Weeks
Connections to Technology: Eno Board, Video Clips, Power Point	
Key Vocabulary: Form, Geometric,(Circle, Square, Triangle) Organic(Free-form, Biomorphic, Curvilinear) Form, realistic, abstract	

Topic: 7 th Grade Studio Art- Element of SHAPE
Essential Questions: <ul style="list-style-type: none"> • What are the most effective ways to use the elements and principals of design in art? • In what ways can I incorporate the elements and principals of design together in art? • How does art affect your everyday life? • Why is art important? • What is the purpose of art? • How does art make us feel? • What materials are used to create art? • How is art created? • How can we use art as a form of communication?

Performance Indicators	Guided Questions	Grade Specific Performance Indicators	Classroom Ideas (Instructional Strategies)	Assessment Ideas
<p>Standard 1: Creating, performing and participating in the arts</p> <p>Standard 2: Knowing and using arts materials and resources</p> <p>Standard 3: Responding to and analyzing works of art.</p> <p>Standard 4: Understanding the cultural dimension and contributions of the arts</p>	<ul style="list-style-type: none"> • What is shape? • What are the different kinds of shapes found in art? • What is the difference between geometric and organic shapes? • How does shape create form? 	<ul style="list-style-type: none"> • Define shape as a contained area in a work of art. • Creating shapes that are implied or created with line. • Recognize that geometric shapes are created with straight edges, while organic shapes are free form. • Combine shapes to form objects. • Plan, control, and combine objects to achieve intended results • Break a complex form down to its basic shapes. 	<ul style="list-style-type: none"> • Paper Shape Collage incorporating organic, geometric, as well as positive and negative spaces • Tessellation design • MC Escher Artist Research • Daily Art Journals with theme of shape 	<p>Teacher Observations</p> <p>Student Self Evaluation</p> <p>Art Journals</p> <p>Class Discussion</p> <p>Art Critic Article</p> <p>Artist Research</p> <p>Rubric</p>

Connections to Technology: Eno Board, Video Clips, Power Point

Key Vocabulary: Shape, Geometric,(Circle, Square, Triangle) Organic(Free-form, Biomorphic, Curvilinear)

Topic: 7th Grade Studio Art- Element of SPACE

- Essential Questions:**
- What are the most effective ways to use the elements and principals of design in art?
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<p>Standard 1: Creating, performing and participating in the arts</p> <p>Standard 2: Knowing and using arts materials and resources</p> <p>Standard 3: Responding to and analyzing works of art.</p> <p>Standard 4: Understanding the cultural dimension and contributions of the arts</p>	<ul style="list-style-type: none"> • What is space? • What are different kinds of space? • What are some ways to create space? • How do artists use space to create depth? • What is positive space? • What is negative space? • How do we use space to create balance in a work of art? 	<ul style="list-style-type: none"> • Define space as how objects are arranged by shape, color, or line in art. • Identify two and three dimensional space • Create space with different sized and overlapping shapes • Use linear and aerial perspective in a work of art • Use a ruler to create straight edges • Identify Horizon Line, Vanishing Points in linear perspective • Recognize that positive space is the featured object in a work of art. • Recognize that negative space is the surrounding area of a featured object in art. • Use space to create balance symmetrically, asymmetrically, or radial. 	<ul style="list-style-type: none"> • Space Landscape Painting/collage • 1 Point Perspective Name Design • 2 Point Perspective Street Corner Drawing • Artist Research: Edward Hooper, Rene Magritte • Daily Art Journals • Class Discussion on shape found in art 	<ul style="list-style-type: none"> • Teacher Observations • Student Self Evaluation • Art Journals • Class Discussion • Art Critic Article • Artist Research • Rubric

Connections to Text: Elements and Principals of Design: Teacher's Guide

Time: 10 Weeks

Connections to Technology: Eno Board, Video Clips, Power Point

Key Vocabulary: Space, one point perspective, two point perspective, aerial perspective, two/three-dimensional, Linear, Horizon, Vanishing Point, symmetrical, asymmetrical, radial.

Topic: 7th Grade Studio Art- Element of TEXTURE

- Essential Questions:**
- What are the most effective ways to use the elements and principals of design in art?
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<p>Standard 1: Creating, performing and participating in the arts</p> <p>Standard 2: Knowing and using arts materials and resources</p> <p>Standard 3: Responding to and analyzing works of art.</p> <p>Standard 4: Understanding the cultural dimension and contributions of the arts</p>	<ul style="list-style-type: none"> • What is texture? • What are different kinds of texture found in art? • What is simulated texture? • What is implied texture? • What are some ways to create texture? • How do artists use texture to create contrast? 	<ul style="list-style-type: none"> • Define texture as the feel or look of the surface. • Identify actual and simulated texture, including textures found in fabric, wood, metal, and in nature. • Create texture through various methods, including surface rubbings and printmaking • Identify how artists use texture in their work. • Recognize that placing two different textures next to each other creates contrast in a work of art. 	<ul style="list-style-type: none"> • Surface Rubbings • Texture Collage • Print from the Collage • Mixed Media Dream Illustration utilizing implied and actual texture. • Artist Research: Romare Bearden • Daily Art Journals • Class Discussion on shape found in art 	<p>Teacher Observations</p> <p>Student Self Evaluation</p> <p>Art Journals</p> <p>Class Discussion</p> <p>Art Critic Article</p> <p>Artist Research</p> <p>Rubric</p>

Connections to Technology: Eno Board, Video Clips, Power Point

Key Vocabulary: Texture (Fuzzy, Smooth, Rough), Simulated, Actual

Topic: 7th Grade Studio Art- Element of VALUE

- Essential Questions:**
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Performance Indicators	Guided Questions	Grade Specific Performance Indicators	Classroom Ideas (Instructional Strategies)	Assessment Ideas
<p>Standard 1: Creating, performing and participating in the arts</p> <p>Standard 2: Knowing and using arts materials and resources</p> <p>Standard 3: Responding to and analyzing works of art.</p> <p>Standard 4: Understanding the cultural dimension and contributions of the arts</p>	<ul style="list-style-type: none"> • What is value? • What are different kinds of value found in art? • What are some ways to create value? • How do artists use value to create emphasis? • How do artists decide how to use value in their artwork? • How do artists use value to create contrast? 	<ul style="list-style-type: none"> • Define that value refers to changes in lightness and darkness within a work of art. • Identify high and low key paintings, value contrasts, graded values, and values in atmospheric perspective • Create value scale with ink wash, hatching, and scribbling. • Use thumbnail sketches to determine the best placement of value. • Use value to create contrast by placing different values next to each other. 	<ul style="list-style-type: none"> • Value Scale from light to dark • Pen and Ink, Hatching, Cross Hatching, Scribbling, Ink wash • Still Life focusing on value and emphasis • Hair Today Charcoal Drawing • Artist Research: Lorena Simpson • Daily Art Journals focusing on the theme of value. • Class Discussion on value found in art 	<p>Teacher Observations</p> <p>Student Self Evaluation</p> <p>Art Journals</p> <p>Class Discussion</p> <p>Art Critic Article</p> <p>Artist Research</p> <p>Rubric</p>

Connections to Technology: Eno Board, Video Clips, Power Point

Key Vocabulary: Value, Light, Medium, Dark, Contrast, Emphasis, Form (Value describes form) gradient, wash, hatching, thumbnail sketch