

Michael Brown

Pierce Middle School

7th Grade Visual Arts Curriculum

RESPONDING TO ART: History
Standard 1

Students understand the significance of visual art in relation to historical, social, political, spiritual, environmental, technological, and economical issues.

Performance Objective	Activities	Materials Required	Complete	
7.1.1	Identify who, what, when and why a work was made, and analyze the relationship between a work of art and the history, politics, and technology of the culture	Bas Relief plaster clay sculpture	Terra cotta clay, Plaster of Paris	<input type="checkbox"/>
7.1.2	Research and compare works of art to identify similarities and differences in function or purpose	Masking-Mask making Ancient Africa, New Orleans, Madi Gras	Mask molds, feathers, glue, tempura, acrylic, paints, glitters, clay tools	<input type="checkbox"/>
7.1.3	Identify, compare, and contrast themes, symbols, and ideas that represent various cultural groups	Post Impressionist, Impressionist painters Paintings	Water colors, oil, and opaque paint, various brushes, prints on impressionist painters	<input type="checkbox"/>

RESPONDING TO ART: History

Standard 2

Students recognize significant works of Western and non-Western art and understands the chronological development of art movements.

Performance Objective		Activities	Materials Required	Complete
7.2.1	Identify and be familiar with a range of works of art from major periods of Western art identifying artist, culture, style, and aspects from the historical context of the work.	Construction paper painting, paper cut outs, designs, abstracts and realistic themes	Construction paper, glue, white clear rubber cement, scissors, matt boards	<input type="checkbox"/>
7.2.2	Research and identify how changes in beliefs, customs, and technology affect artists; styles of work.	Holiday paper stained glass, post colonial and modern transfer color designs	Tissue paper, cellophane, plastic roll, plastic frosted paper, iron (heat)	<input type="checkbox"/>
7.2.3	Match major works of art throughout time with the approximate time-period or movement and defend your choices	Works of Van Gogh with works of Jacob Lawrence color with movement post impressionist, dashes of color vs blocks of color	Construction paper, tag-board tissue paper, glue, rubber cement	<input type="checkbox"/>

RESPONDING TO ART: Criticism

Standard 3

Students recognize significant works of Western and non-Western art and understands the chronological development of art movements.

Performance Objective		Activities	Materials Required	Complete
7.3.1	Analyze the artist's use of sensory, formal, technical, and expressive properties in a work of art	3-D drawings of cityscapes, one point perspective	Drawing paper, rulers (18"), drawing pencils, tape, erasers	<input type="checkbox"/>
7.3.2	Construct meaning and support well-developed interpretations of the work with personal response, research, and properties found in the work	Motif painted design, positive and negative	Tempura paint tag board, pencil, rules, brushes, 5, 10, 12	<input type="checkbox"/>
7.3.3	Expand on and use appropriate art vocabulary	Art folders and sketch book designs	Folders with pockets and rings, construction paper, brass brads fasteners, hole puncher	<input type="checkbox"/>

RESPONDING TO ART: Criticism
Standard 4

<i>Students identify and apply criteria to make informed judgments about art.</i>				
Performance Objective	Activities	Materials Required	Complete	
7.4.1	Identify and define the role of the art critic	Constructive Criticism, post project time see objectives met	Notebooks, pencils, pen, markers	<input type="checkbox"/>
7.4.2	Apply criteria in making informal judgments about works of art and defend these judgments	Art Production Rubric	Printing materials, poster boards, markers	<input type="checkbox"/>

RESPONDING TO ART: Aesthetics
Standard 5

<i>Students reflect on and discuss theories and aesthetic issues concerning the meaning and significance of art</i>				
Performance Objective	Activities	Materials Required	Complete	
7.5.1	Refine personal response to works of art, identify problems or puzzles, and form hypotheses or well-supported viewpoints	Pointalistic Painting using pencils	Colored pencils, colored construction paper, drawing paper, prints on pointalistic painters	<input type="checkbox"/>
7.5.2	Identify conflicting viewpoints in discussions on the nature of art and try to resolve these conflicts through logical reasoning.	Positive and negative mask designs	Colored construction paper, scissors, glue, white rubber cement	<input type="checkbox"/>

RESPONDING TO ART: Aesthetics
Standard 6

<i>Students theorize about art and make informed judgments</i>				
Performance Objective	Activities	Materials Required	Complete	
7.6.1	Understand that artist have different philosophies when creating art; and, identify and discriminate between works made from different philosophies.	Rembrandt's dark to light painting	Black paint tempura, oil, acrylic, or water color, pencil, painting paper, masking tape	<input type="checkbox"/>
7.6.2	Present logical defense of personal viewpoints or preferences in art.	Open Painting choice – Student choice of genre and painting medium	Tempura, oil, watercolor, acrylic, painting paper, pencil, masking tape	<input type="checkbox"/>

CREATING ART: Production
Standard 7

<i>Students observe, select, and utilize a range of subject matter, symbols, and ideas in their work</i>				
Performance Objective	Activities	Materials Required	Complete	
7.7.1	Demonstrate refined observational skills in drawing from life which present accurately rendered subject matter	Still-life – Fruit basket Pencil drawing	Colored pencils, drawing paper, rulers, French curves	<input type="checkbox"/>
7.7.2	Demonstrate ability to utilize personal interests, current events, experiences, imagery, media, or methods as sources for expanding their artwork.	Magazine collage, theme sports boys, girls figures	Magazine, glues, scissors, tag boards, rulers	<input type="checkbox"/>
7.7.3	Discriminate and select from a variety of symbols, subject matter, and ideas to clearly communicate personal statements.	Political Cartooning	Newspapers, Magazine, scissors, fine tip markers, black sharpie, water color, opaque paints, tag board, white water colors, paper, pencils	<input type="checkbox"/>

RESPONDING TO ART: Production
Standard 8

<i>Students understand and apply elements and principles of design effectively in their work</i>				
Performance Objective	Activities	Materials Required	Complete	
7.8.1	Apply elements (line, shape, form, texture, color, value, and space) and principles (repetition, variety, rhythm, proportion, movement, balance, emphasis, and unity) in work that effectively communicates their ideas.	Landscape paintings Tempura	Tempura, paint brushes 2, 7, 10, painting paper, rulers	<input type="checkbox"/>
7.8.2	Identify and discriminate between types of shapes (geometric and organic), colors (primary, secondary, war, cool, complementary, intermediates, neutrals, tints, tones, shades, and values), lines (characteristics, quality), textures (tactile and visual), and space (background, middle ground, foreground, placement, one and two point perspective, overlap, negative, converging lines positive, size, color), balance (symmetrical, asymmetrical, radial) and the use of proportion, rhythm, variety, repetition, and movement in their work and the works of others.	Geometric Still-life charcoal – objectives pastel cylinder pyramid cube sphere	Dustless colored soft pastels hard charcoal, pastel paper rulers, blenders (pastels)	<input type="checkbox"/>

Revised March 1, 2006

RESPONDING TO ART: Production
Standard 9

Students develop and apply skills using a variety of two dimensional and three dimensional media, tools, and processes to create works that communicate personal meaning.

Performance Objective	Activities	Materials Required	Complete	
7.9.1	Select and utilize the visual characteristics and expressive features of a given medium to enhance meaning in their work.	Watercolor Cartooning	Watercolor paint, pencil, and ink, fine tip sharpies, marker, watercolor paper, rulers, protractor, newspaper, comic strips	<input type="checkbox"/>
7.9.2	Demonstrate appropriate use of different media, techniques, and processes to communicate themes and ideas in their work including: <ul style="list-style-type: none">• Drawing• Painting• Printmaking• Ceramics• Sculpture• Fibers• Mixed Media• New Media	Art club activities, project for the season	All the materials mentioned in this report including: printmaking bray rollers, ceramic, clay terracotta, white, fibers, hair, straw reed, mixed media, glitters, glass wire, new media materials	<input type="checkbox"/>
7.9.3	Demonstrate safe and proper use, care, and storage of media, materials, and equipment	Clean up and storage, care time	Smocks, water soap, rags, storage, sinks, newspaper, notebooks, labels, cups, storage bins, drying racks,	<input type="checkbox"/>

Revised March 1, 2006

RESPONDING TO ART: Production

Standard 10

<i>Students reflect on, revise, and refine work using problem solving and critical thinking skills</i>				
Performance Objective	Activities	Materials Required	Complete	
7.10.1	Revise and refine work through reflection, analysis, synthesis, peer critique, and self-evaluation	Student led conferences	Folder with pockets, pencil, notebook	<input type="checkbox"/>
7.10.2	Identify connections between their work and similar works of art for the purpose of identifying criteria and revising and refining of their work	End of year Art Contest	Partition boards, display boards, stapler	<input type="checkbox"/>
7.10.3	Demonstrate respect for their work and the works of others	Displaying artwork on wall	Cork or similar wall construction for displaying	<input type="checkbox"/>

CAREERS AND COMMUNITY

Standard 11

<i>Students recognize a variety of art-related professions and careers in our society</i>				
Performance Objective	Activities	Materials Required	Complete	
7.11.1	Identify a wide variety of professions related to art such as: fashion designers, advertisers, web designers, interior designers/decorators, landscape designers, and architects.	Career Day	Notebooks, printed materials on careers, professional artist visitors, pencils, pens	<input type="checkbox"/>
7.11.2	Identify skills needed in various art-related professions.	Chart a career Visual essay of a career in art	Colored pencils, colored markers, drawing paper, rules	<input type="checkbox"/>

CAREERS AND COMMUNITY
Standard 12

<i>Students understand how art experiences affect daily life and identify opportunities for involvement in the arts</i>			
Performance Objective	Activities	Materials Required	Complete
7.12.1	Identify contributions that artist and art-related professionals have made to society	Field trip to Ad agencies in town	Bus service, lunch, notebooks, pencil, pen <input type="checkbox"/>
7.12.2	Examine and critique art at local museums, galleries, performance centers, or exhibitions in the community	Field trip to spring/fall local art festivals	Bus service, lunch, notebooks, pencils, pen <input type="checkbox"/>
7.12.3	Identify ways one can become actively involved in supporting the arts in the community	Poster making 101	Poster boards, tempura, acrylic, ruler, yard stick, pencil, brushes, letter stencils, construction paper, scissors, glue <input type="checkbox"/>

INTEGRATED STUDIES
Standard 13

<i>Students identify and make connections between knowledge and skill in art and all other subject areas such as humanities, sciences, and technology</i>			
Performance Objective	Activities	Materials Required	Complete
7.13.1	Compare similar themes, concepts, or time periods between art and other disciplines.	Perspective Drawing, 2 and 3 point perspective	Drawing paper, ruler, pencil, eraser, masking tape <input type="checkbox"/>
7.13.2	Create an integrated product or performance and analyze how integration of disciplines enhances knowledge	String Painting Free forms	String nails or pins, glue, fabric, paper, wood or press board, cork, yardstick <input type="checkbox"/>

Revised March 1, 2006

INTEGRATED STUDIES
Standard 14

<i>Students understand the connections between many art forms including dance, theatre, music, visual arts, and media arts</i>				
Performance Objective		Activities	Materials Required	Complete
7.14.1	Analyze how two or more art forms are used to communicate ideas.	Brayer linoleum block, printing	Line blocks, line cutters, brayer rollers, printing ink	<input type="checkbox"/>
7.14.2	Create an integrated work of art using two or more forms	Pen and Ink Still-life 3-D letters	Painting paper, pen, ink, water color, ruler, lettered stencils	<input type="checkbox"/>

Michael Brown

Pierce Middle School

8th Grade Visual Arts Curriculum

RESPONDING TO ART: History

Standard 1

Students understand the significance of visual art in relation to historical, social, political, spiritual, environmental, technological, and economical issues.

Performance Objective		Activities	Materials Required	Complete
8.1.1	Analyze who, what, when, where, and why a work was made; and the relationship of a work of art to the historical, environmental, technological, and political context of the culture in which it was created.	Famous event in history Bas Relief plaster clay sculpture	Sculpture tools, wood frames Terra cotta clay, Plaster of Paris	<input type="checkbox"/>
8.1.2	Analyze how the function of art in our society has changed over time.	AZTEC, Mayan, Masking-Mask making Ancient Africa, New Orleans, Madi Gras	Fiber bone, Mask molds, feathers, glue, tempura, acrylic, paints, glitters, clay tools	<input type="checkbox"/>
8.1.3	Identify ways in which artist from culturally diverse backgrounds have used personal iconography and life experiences in their artwork.	Research paper Post Impressionist, Impressionist painters Paintings	Pen, pencil, notebook Water colors, oil, and opaque paint, various brushes, prints on impressionist painters	<input type="checkbox"/>

RESPONDING TO ART: History Standard 2

<i>Students recognize significant works of Western and non-Western art and understands the chronological development of art movements.</i>				
Performance Objective		Activities	Materials Required	Complete
8.2.1	Identify and be familiar with a range of works of art from Western and Non-Western art identifying artist, culture, style, and aspects from the historical context of the work.	3-D shapes values, construction paper painting, paper cut outs, designs, abstracts and realistic themes	Glue gun, construction paper, glue, white clear rubber cement, scissors, matt boards	<input type="checkbox"/>
8.2.2	Identify common stylistic features from art of one culture or time period.	Holiday paper stained glass, post colonial and modern transfer color designs	Electrical tape, tissue paper, cellophane, plastic roll, plastic frosted paper, iron (heat)	<input type="checkbox"/>
8.2.3	Understand the relationship of chronology to the development of styles throughout art history and match works to approximate time periods or events in history	Various shapesWorks of Van Gogh with works of Jacob Lawrence color with movement post impressionist, dashes of color vs blocks of color	Construction paper, tag-board tissue paper, rubber cement	<input type="checkbox"/>

RESPONDING TO ART: Criticism Standard 3

<i>Students describe, analyze and interpret works of art and artifacts</i>				
Performance Objective		Activities	Materials Required	Complete
8.3.1	Analyze the artist's use of sensory, formal, technical, and expressive properties in a work of art	3-D drawings of cityscapes, one point perspective, two types	Drawing paper, rulers (18"), drawing pencils, erasers	<input type="checkbox"/>
8.3.2	Construct meaning and support well-developed interpretations of the work with personal response, research, and properties found in the work	Various colors, tempura and construction paper Motif painted design, positive and negative	Construction paper,Tempura paint tag board, pencil, rules, brushes, 5, 10, 12	<input type="checkbox"/>
8.3.3	Expand on and use appropriate art vocabulary	Art folders and sketch book designs	Folders with pockets and rings, construction paper, brass brads fasteners, hole puncher	<input type="checkbox"/>

RESPONDING TO ART: Criticism
Standard 4

<i>Students identify and apply criteria to make informed judgments about art.</i>			
Performance Objective	Activities	Materials Required	Complete
8.4.1	Identify and define the role of the art critic	Constructive Criticism, post project time see objectives met make changes	Notebooks, pencils, pen, markers <input type="checkbox"/>
8.4.2	Apply criteria in making informal judgments about works of art and defend these judgments	Art Production Rubric	Printing materials, poster boards, markers, pencils <input type="checkbox"/>

RESPONDING TO ART: Aesthetics
Standard 5

<i>Students reflect on and discuss theories and aesthetic issues concerning the meaning and significance of art</i>			
Performance Objective	Activities	Materials Required	Complete
8.5.1	Demonstrate thoughtful reflection, identify problems or puzzles in art, form hypothesis, and judge the adequacy of alternative hypothesis.	Seraut style Pissaro Pointalistic Painting using pencils	Colored pencils, colored construction paper, drawing paper, prints on pointalistic painters <input type="checkbox"/>
8.5.2	Analyze and defend positions on the nature of art aesthetic issues such as forgery, censorship, beauty, and definitions of art.	African shield inspired Positive and negative mask designs	Tag board for mounting, colored construction paper, scissors, glue, white rubber cement <input type="checkbox"/>

RESPONDING TO ART: Aesthetics
Standard 6

<i>Students theorize about art and make informed judgments</i>				
Performance Objective	Activities	Materials Required	Complete	
8.6.1	Understand that artist have different philosophies when creating art; and, identify and discriminate between works made from different philosophies.	Classical painting style Rembrandt's dark to light painting	Gesso brushes 2, 7, 10 Black paint tempura, oil, acrylic, or water color, pencil, painting paper, masking tape	<input type="checkbox"/>
8.6.2	Present logical defense of personal viewpoints or preferences in art.	Style or period of Art Open Painting choice – Student choice of genre and painting medium	Brushes 1, 2, 3, 7, 10 Tempura, oil, watercolor, acrylic, painting paper, pencil, masking tape	<input type="checkbox"/>
8.6.3	Identify the role of aesthetician.			<input type="checkbox"/>

CREATING ART: Production
Standard 7

<i>Students observe, select, and utilize a range of subject matter, symbols, and ideas in their work</i>				
Performance Objective	Activities	Materials Required	Complete	
8.7.1	Create works of art based on sensitive observation from real life and personal experiences.	Still-life – Fruit basket Pencil drawing	Colored pastels, Colored pencils, drawing paper, rulers, French curves	<input type="checkbox"/>
8.7.2	Demonstrate ability to utilize personal interests, current events, experiences, imagery, media, or methods as sources for expanding their artwork.	Fashion Magazine collage, theme sports boys, girls figures	Magazine, glues, scissors, tag boards, rulers	<input type="checkbox"/>
8.7.3	Utilize themes and symbols that demonstrate knowledge of contexts, values, and aesthetics to communicate intended meaning in their work.	Modern Political Cartooning	Newspapers, Magazine, scissors, fine tip markers, black sharpie, water color, opaque paints, white water colors, paper, pencils	<input type="checkbox"/>

CREATING ART: Production
Standard 8

<i>Students understand and apply elements and principles of design effectively in their work</i>				
Performance Objective	Activities	Materials Required	Complete	
8.8.1	Apply elements (line, shape, form, texture, color, value, and space) and principles (repetition, variety, rhythm, proportion, movement, balance, emphasis, and unity) in work that effectively communicates their ideas.	Landscape paintings 3 types Tempura	Tempura, paint brushes 2, 7, 10, painting paper, rulers, newspaper	<input type="checkbox"/>
8.8.2	Identify and discriminate between types of shapes (geometric and organic), colors (primary, secondary, war, cool, complementary, intermediates, neutrals, tints, tones, shades, and values), lines (characteristics, quality), textures (tactile and visual), and space (background, middle ground, foreground, placement, one and two point perspective, overlap, negative, converging lines positive, size, color), balance (symmetrical, asymmetrical, radial) and the use of proportion, rhythm, variety, repetition, and movement in their work and the works of others.	Overlapping shapes, Geometric Still-life charcoal – objectives pastel cylinder pyramid cube sphere	Dustless colored soft pastels hard charcoal, pastel paper rulers	<input type="checkbox"/>

Revised March 1, 2006

**CREATING ART: Production
Standard 9**

<i>Students develop and apply skills using a variety of two-dimensional and three-dimensional media, tools, and processes to create works that communicate personal meaning.</i>				
Performance Objective	Activities	Materials Required	Complete	
8.9.1	Selectively utilize the visual characteristics and expressive features of a given medium to enhance meaning in their work.	Watercolor Cartooning	Watercolor paint, pencil, and ink, fine tip sharpies, marker, watercolor paper, rulers, protractor, comic strips	<input type="checkbox"/>
8.9.2	Demonstrate appropriate use of different media, techniques, and processes to communicate themes and ideas in their work including: <ul style="list-style-type: none">• Drawing• Painting• Printmaking• Ceramics• Sculpture• Fibers• Mixed Media• New Media	Art club activities, project for the season	All the materials mentioned in this report including: printmaking bray rollers, ceramic, clay terracotta, white, fibers, hair, straw reed, mixed media, glitters, glass wire	<input type="checkbox"/>
8.9.3	Demonstrate safe and proper use, care, and storage of media, materials, and equipment	Clean up and storage, care time	Smocks, water soap, rags, storage, sinks, newspaper, notebooks, labels, cups, storage bins, drying racks,	<input type="checkbox"/>

Revised March 1, 2006

CREATING ART: Production
Standard 10

<i>Students reflect on, revise, and refine work using problem solving and critical thinking skills</i>				
Performance Objective	Activities	Materials Required	Complete	
8.10.1	Demonstrate evidence of reflection, thoughtfulness, and care in the completion of work.	Construction paper weaving Multi color multi shape	Construction paper, scissors, pencil, glue tag board for mounting	<input type="checkbox"/>
8.10.2	Examine and establish criteria for judging excellence in work and revise and refine work through analysis, synthesis, peer critique, and self-evaluation utilizing established criteria.	End week Post Construction Critique session	Notebook, pencil, pen, artwork	<input type="checkbox"/>
8.10.3	Demonstrate respect for their work and the works of others	Displaying others work in hallway	Stapler, tacks, cork board	<input type="checkbox"/>

CAREERS AND COMMUNITY
Standard 11

<i>Students recognize a variety of art-related professions and careers in our society</i>				
Performance Objective	Activities	Materials Required	Complete	
8.11.1	Identify a wide variety of professions related to art such as: fashion designers, advertisers, web designers, interior designers/decorators, landscape designers, and architects.	Career Day/Week Art professionals	Working art professionals Food display setup for work table, chair, slide projector	<input type="checkbox"/>
8.11.2	Identify skills needed in various art-related professions.	Career Poster card Tempura paint design	Tag board tempura paint, pencil, ruler, yardstick, brushes 2, 3, 5, 7, 10	<input type="checkbox"/>

CAREERS AND COMMUNITY
Standard 12

<i>Students understand how art experiences affect daily life and identify opportunities for involvement in the arts</i>				
Performance Objective		Activities	Materials Required	Complete
8.12.1	Analyze ways experiences in the arts connect to other life experiences	House Building cards Design your own house board	Box corrugated cardboard, scissors, glue	<input type="checkbox"/>
8.12.2	Examine and critique art at local museums, galleries, performance centers, or exhibitions in the community	Field Trip to Art Museum	Bus, lunch, money	<input type="checkbox"/>
8.12.3	Identify ways one can become actively involved in supporting the arts locally and nationally	Advertising Design	Letter stencil all sizes, pencils, scissors, glue, ruler, tempura, paint, poster board	<input type="checkbox"/>

INTEGRATED STUDIES
Standard 13

<i>Students identify and make connections between knowledge and skill in art and all other subject areas such as humanities, sciences, and technology</i>				
Performance Objective		Activities	Materials Required	Complete
8.13.1	Analyze connections between the use of skills and processes in art and other subject areas, and analyze how integration of disciplines enhances learning.	Pen and Ink Water color Still-life cityscape	Watercolor paint, brushes 1, 3, 7, 10, pencil, watercolor paper, ruler	<input type="checkbox"/>
8.13.2	Create works (artwork, debates, critiques, journals) that communicate in-depth knowledge gained through the power of integrated study.	Design Interiors (homes) from floor plans to curtains	Magazine photos, drawing paper, colored pencils, colored markers, ruler	<input type="checkbox"/>

Revised March 1, 2006

INTEGRATED STUDIES

Standard 14

<i>Students understand the connections between many art forms including dance, theatre, music, visual arts, and media arts</i>				
Performance Objective		Activities	Materials Required	Complete
8.14.1	Analyze how various art forms are integrated to clearly communicate an idea.	Brayer Lino block painting Holiday landscape shape	Lino block, Lino cutter, printing ink	<input type="checkbox"/>
8.14.2	Create an integrated work incorporating processes, skills, or sign systems of another art form.	AD art – collage Product layout	Tag board, scissors, glue, magazine photos, lettered stencils	<input type="checkbox"/>