

Hamburg Area School District

Name of Course: 7th Grade Art

Department: Art

Grade Level: 7

Instructional Time: 45 minutes for 45 days

Length of Course: Quarter

Periods Per Cycle: 6

Text and Resources:

Explorations in Art: A Community Connection
Teacher-Generated Materials and Presentations
Planning Guides

Assessments:

Projects
Self- and Peer-Assessments
Participation in class critiques

Standards:

Pennsylvania Visual Art Standards- Pennsylvania Department of Education- Standards Aligned System
<http://www.pdesas.org/Standard/Views#1111,112,113|797|0|0>

Subject/Course: 7th Grade Art		Grade: 7		Suggested Timeline: 1 Quarter	
Unit Title: - Focus on the Community (Hamburg, Berks County, and Pennsylvania Art)					
Students can expect lessons based on art from Pennsylvania artists, Pennsylvania German culture, and local artists in the Reading or Hamburg areas, as well as other parts of Berks County and other parts of the state. Specific lessons may include one or more of the following: Hex signs, Fraktur (specifically Tautschein), Scherenschnitte, Silhouette portraits, Quilting traditions, Hex signs, mobiles, Paper quilting, Keith Haring symbols, Mary Cassatt, Andy Warhol prints, Frank Lloyd Wright mobiles and stables, Andrew and NC Wyeth, handmade paper, etc.					
Essential Questions	Content/Concepts	Skills/Competencies	Vocabulary	Standards	
How are tools and materials used and maintained?	Some tools or materials can be dangerous if not used correctly. Knowing how to use something the correct way lessens the chance of any problems. Supplies can be expensive. Knowing how to use them efficiently is very important.	Demonstrations on correct usage, transportation to and from work area, storage, and/or clean up before use.	Terms specific to the tools or materials being used.	9.1.8 H Demonstrate and maintain materials, equipment, and tools safely.	
How does work ethic affect success of individual and group projects?	Following the directions and getting work done consistently will allow deadlines to be met. Distractions or attitude can negatively affect progress on an individual project or on that individual's portion of group work.	Staying focused on the current assignment, working step by step, or following any checklist or rubric provided.		13.3.8 A Determine attitudes and work habits that support career retention and advancement. 13.3.8 E Identify and apply time management strategies as they relate to both personal and work situations.	

How can experimenting with materials, techniques, and ideas result in better overall end results?	Doing practice exercises, sketches, planning, and checklists helps to get better end results on projects.	Begin with sketches, final drafts, checklists, planning guides. Experiment with new materials and techniques on practice exercises before moving on to a final project.	9.1.8 G Explain the function and benefits of practice sessions.
How does personal attitude affect individual performance in art?	Closing your mind to trying a new technique or learning a new concept will not allow you to grow in any way. Having a positive attitude will allow a better chance for success.	Try new things. Experiment with materials. Do your best.	13.3.8 A Determine attitudes and work habits that support career retention and advancement.
How and why is communicating about local and regional art as important as creating it?	Individuals should develop their own opinions and learn to understand those of current peers, hobbyists, craftsmen, professional artists, reviewers, and those of local artists who created work before our time.	Express opinions about local and regional art. Listen to or read and understand the opinions of others. Use appropriate art vocabulary.	9.3.8 A Know and use the critical process in the examination of art.
Which tools and skills are necessary to create art in local or regional styles?	Demonstrate increased awareness of the need for refined and specific skills when using contemporary and/or traditional technologies to create artwork.	Use appropriate media or tools for assignments. (ex. Using tempera paint on a barn to paint a hex sign will never be permanent.) When able, use tools that local and regional artists use.	9.1.8 K Incorporate specific uses of traditional and contemporary technologies in furthering knowledge and understanding in art. 9.1.8 H Demonstrate and maintain materials, equipment, and tools safely.

How can students communicate as participants in the artistic process?	Use specific vocabulary to relate ideas to others. Carefully listen to the ideas and comments of others.	Participate in class discussions, critiques, art evaluations, or self-assessments.		13.2.8 E Explain the importance of the essential workplace skills/knowledge. 9.1.8 C Identify and use comprehensive vocabulary.
Why is art unique to every artist?	An art assignment can have infinite resulting projects. Each individual artist has different abilities and experiences.	View and discuss how multiple solutions can come from one set of art requirements. How can we constructively point out what has been done well, and what areas can use improvements?		9.4.8 D Describe to what purpose philosophical ideas generated by artists can be conveyed through art.
What observations can be made about natural objects, and how can this knowledge better one's art?	Knowing human and animal anatomy, and general structure and functions of nature can allow an artist to make images more realistic.	Look at images, research natural objects, or use live models to better understand the object being drawn.		S8.B.1.1.1 Describe the structures of living things that help them function effectively in specific ways. (ex. Why are a shark's gills visible, while those of other fish are more hidden?)

Unit Title: Elements and Principles of Art	Content/Concepts	Skills/Competencies	Vocabulary	Standards
Essential Questions What are the elements of art?	Line, color, shape, form, value, space, texture	Review and use appropriate elements of art in the production of artwork. **Any of these may be employed in studio experiences. Depending on projects completed during the quarter, most will be addressed as they relate to local and regional art.	blind contour, contour, tint, shade, primary colors, secondary colors, analogous and complementary colors, monochromatic, organic, inorganic, geometric, value, shading, blending, hatching, cross hatching, implied lines, implied and actual textures, positive and negative	9.1.8 A Know and use the elements and principles of art to create works in the arts and humanities.
What are the principles of art?	Contrast, repetition, balance, emphasis, unity, movement, and proportion	Review and use the principles of art in the production of artwork. ***Depending on projects completed during the quarter, all or most will be addressed.	contrast, repetition, symmetry, asymmetry, radial symmetry, emphasis, depth, dimension, proportion, scale, visual and linear perspective	9.1.8 A Know and use the elements and principles of art to create works in the arts and humanities.
How can knowledge of the elements and principles be demonstrated?	Use one or combine multiple elements and/or principles to create art. Be able to identify elements and principles used in your work and the work of others.	Demonstrate the ability to use the elements and principles. Identify the elements and principles in art during class discussions or critiques.	Line, color, shape, form, value, space, texture, contrast, repetition, balance, emphasis, unity, movement, and proportion	9.1.8 B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts.

How are the elements and principles of art used in relating to the work of local and regional artists?	The elements and principles are used and can be viewed in all art.	Identify and use the elements and/or principles of art to discuss artwork of local or regional artists.	Line, color, shape, form, value, space, texture, contrast, repetition, balance, emphasis, unity, movement, and proportion	9.3.8 D Evaluate artwork using a complex vocabulary of critical response. 9.1.8 B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts.
What role does creative problem-solving and innovation play in the production of art?	Define a problem, explore possible solutions, make decisions, manipulate materials, and assess the results. Get in a habit of beginning with sketches or idea lists. As work continues, stop to evaluate the progress. Make any changes throughout the process. When finished, look back to see where improvements could be made.	Keep track of assignment requirements while using materials to create personal art. Use planning guides, checklists, or checkpoint reviews to evaluate progress. Develop original responses to the problem. Revise or edit original ideas to produce a better end result. End with self, peer, or teacher assessments.		9.1.8 G Explain the functions and benefits of practice sessions.

Unit Title: Production and Exhibition					
Essential Questions	Content/Concepts	Skills/Competencies	Vocabulary	Standards	
How can we express ourselves through our art?	Various art materials can be manipulated to show others an image similar to what we have in our head or an emotion we may be feeling.	Use materials to express emotions or to illustrate experiences, memories, and/or actions in artwork.	ideas, opinions, expression	9.1.8 E Communicate a unifying theme or point of view through the production of art.	
What is an original work of art? What is a reproduction?	Copies of art can be mass produced. The original may look different than a print or a photograph. Some local objects are one of a kind.	Recognize the difference between original artworks and works reproduced in books, prints, and digital media.	original, print, limited edition, reproduction, series	9.4.8 C Describe how the attributes of the viewer's environment influence aesthetic responses.	
How and where can local and regional art be viewed?	Art and design can be found all around us. We have many wonderful museums and galleries in Reading, Allentown, Philadelphia, and in between. Since trips are not always feasible, we can find examples in books and online.	Know that artwork can be exhibited in galleries, museums, installations, community events, and on murals, and the Internet or web-based applications. Design can also be found on various products and print media.	Museum, gallery, installation, mural	9.1.8 I Know where arts events and exhibitions occur and how to gain admission.	

How do artists influence the opinions and beliefs of others?	Artists communicate beliefs, messages, and ideas with their art.	Demonstrate an understanding of how artists use visual language or symbols, as well as materials, media, and technology, to communicate specific concepts and ideas with their art.	symbols	9.4.8 D Describe to what purpose philosophical ideas generated by artists can be conveyed through art.
How have advances and in science and technology impacted the materials & tools used to make art?	Art materials are more readily available than they were for past artists. Many are available for purchase. Understand that art media and tools have changed over time due to the availability of new and improved materials.	Identify how materials have changed and improved. (ex. Quilters would do everything by hand. Some now use a sewing machine to speed up the process.)		9.1.8 J Incorporate specific uses of contemporary technologies within the design for producing and exhibiting artwork or the work of others. 9.1.8 K Incorporate specific uses of traditional and contemporary technologies in furthering knowledge and understanding in art.
How can we recognize, understand, and borrow from local and regional artistic styles, themes, and techniques in the production of original art?	Recognize and use specific styles and techniques to create unique works of art.	Without copying the artwork, use some element of that style, theme, or technique to create an original piece of art.	style, technique	9.1.8 D Demonstrate knowledge of at least two styles of art through exhibition of unique work. 9.1.8 E Communicate a unifying theme or point of view through the production of art. 9.1.8 F Explain work of others through exhibition.

Unit Title: Art History					
Who is an artist? What do artists do?	View and recognize how an artist communicates ideas, and/or feelings through various forms of art (drawing, painting, etc.). An artist does not have to have formal training. Many local artists learned their art from family.	Identify artists, their style or cultural influence, and characteristics of their art. Understand the differences between artist, fine artist, craftsman, folk artist, and hobbyist. Most local and regional art is not considered fine art.		9.2.8 A Explain the historical, cultural, and social context of a piece of art. 9.2.8 L Identify, describe, and analyze common themes, forms, and techniques in art.	
How can pieces of local art be identified or categorized by particular artist, style, or culture?	Recognize, identify, and demonstrate an understanding of artistic styles, themes, and techniques displayed in local or regional works of art.	Be able to recognize artwork from local or regional artists or styles.		9.2.8 C Relate works of art to varying styles and genre and to the periods in which they were created. 9.3.8 C Identify and classify styles, forms, and techniques in art. 9.3.8 F Apply art criticism to identify characteristics among artwork.	
What similarities and differences exist between different styles, artists, or cultural art traditions, including local and regional examples?	Find similarities and differences between two different artistic styles, themes, or techniques.	Compare and contrast two or more pieces according to their visual characteristics.		9.2.8 C Relate works of art to varying styles and genre and to the periods in which they were created.	
How is art a reflection of specific cultures and geographic regions? (ex. How does PA German folk art reflect the culture?)	Art is an illustration of how people live or did live. We can learn a great deal from the art and crafts of a culture. Understand that artists create works based on their culture.	Demonstrate knowledge of art that represents specific cultures, time periods and places through written or verbal response. Use knowledge of history and culture to describe and discuss a specific work of art.		9.2.8 A Explain the historical, cultural, and social context of a piece of art. 9.2.8 D Analyze a work of art from its historical and cultural perspective. 9.2.8 G Relate artwork to geographic regions.	

What causes the work of some artists to be different from their own cultural traditions?	Artists can also create art from influences outside their own culture.	Identify how an artist has kept traditions in his art or illustrated other ideas.		9.2.8 E Analyze how historical events and culture impact forms, techniques, and purposes of art.
How are works of art identified by specific characteristics?	Art is made in many ways with numerous techniques and materials. Some styles are recognizable by shared themes, motifs, or techniques.	Identify different themes, forms, techniques and styles in displayed works of art. Recognize that works of art are created with a wide variety of materials, styles, and techniques.	theme, technique, media	9.2.8 L Identify, explain, and analyze common themes, forms, and techniques in art. 9.3.8 C Identify and classify styles, forms, types, and genre within art. 9.3.8 F Apply art criticism to identify characteristics among artwork.
How are art styles of Berks County and other areas of Pennsylvania similar to and different from that of other regions and states?	There are unique art styles found in Berks and surrounding counties. Many influential artists came from Pennsylvania and Berks. Some of these styles can be identified by certain styles and motifs. Much of our local art is folk art.	Identify the art of studied Pennsylvania artists. Identify and discuss the similarities and differences between local art and art from other areas. Know the difference between fine art and folk art.	community, tradition, folk art	9.2.8 H Identify, explain, and analyze the work of Pennsylvania artists. 9.2.8 G Relate works to geographic regions. 9.2.8 F Know and apply appropriate vocabulary shared between social studies and art. 9.3.8 B Analyze and interpret specific characteristics of artwork.

Unit Title: Communicating About Art					
Essential Questions What is art criticism?	Content/Concepts How do you describe or interpret a work of local or regional art?	Skills/Competencies The students will be able to clearly describe a piece of art. They will also begin to make interpretations about the work.	Vocabulary criticism, description	Standards 9.3.8 A Know and use the critical process in the examination of art.	
How can we describe and discuss artists, their cultures, and their works?	Description is an important part of the critical process. Having discussions about the work also allows participants the chance to hear differing viewpoints.	Students should be able to describe a local or regional piece of art to their teacher and peers. Students should also be able to point out key characteristics of a specific artist's work or of a cultural style.		9.3.8 D Evaluate artwork using a complex vocabulary of critical response. 9.3.8 E Interpret and use critical analysis in art.	
What is a formal critique?	Formal critiques can be used to view, describe, interpret, or analyze art work of peers, as well as offer comments and suggestions for improvements or additions.	Students should be able to offer constructive criticism to other students through participation in a formal critique.		9.3.8 F Apply art criticism to identify characteristics among artwork. 9.3.8 G Compare and contrast critical positions or opinions about selected artwork.	
What should be considered when beginning to interpret art?	Some art has very deep meaning, while other pieces do not. Many times motifs or specific imagery can be used as clues.	Students will begin to view art and discuss what its meaning may be based on visual context, such as imagery and symbols within the work.	context	9.3.8 B Analyze and interpret specific characteristics of art. 9.3.8 C Identify and classify styles, forms, types, and genre within art.	

What is the difference between liking and appreciating art?	Liking art is showing your personal connection and opinions.. Appreciating work, is understanding what went into creating that piece. You can appreciate a piece, but not like it.	Be able to communicate why you like or dislike a piece of art. Explain why you can appreciate a piece of art, the time it took to make it, the manipulation of materials displayed, the scale, etc.	appreciate	9.4.8 A Compare and contrast examples of group and individual philosophical meanings of art. 9.4.8 B Compare and contrast informed individual opinions about the meaning of works in visual art to others. 9.4.8 D Describe to what purpose philosophical ideas generated by artists can be conveyed through art.
---	--	---	------------	--

