

Discipline The Arts
Grade 7
Course ART
Topic
Strand Visual Arts
State Standards 1241

The Arts Discipline: **Methods, Materials, and Techniques.** Students will demonstrate knowledge of the methods and materials unique to the visual arts

1.5 Expand the repertoire of 2D and 3D art processes, techniques, and materials with a focus on the range of effects possible within each medium, such as: 2D – transparent and opaque media, wet, dry, stippled, blended, wash effects; relief printmaking effects; 3D – mobile and stabile forms, carved, molded, and constructed forms

1.6 Create artwork that demonstrates an awareness of the range and purpose of tools such as pens, brushes, markers, cameras, tools and equipment for printmaking and sculpture, and computers

1.7 Use the appropriate vocabulary related to the methods, materials, and techniques students have learned and used in grades PreK–8

1.8 Maintain the workspace, materials, and tools responsibly and safely

Student Learning Objectives

Students will...

Continue to expand on grade six topics.

Experiment with drawing media such as pencil, charcoal, pastel, pen and ink.

Experiment with drawing technique such as contour, gesture, flat shape, negative space, continuous line, one- and two-point perspective.

Be introduced to linoleum block printing.

Continue clay building methods.

Expand their art vocabulary.

Suggested Instructional Strategies

Instructor will...

Discuss and demonstrate ways artists draw from memory, observation, and the difference between real life and fantasy.

Show examples of artist's work.

Demonstrate methods of using a variety of more advanced materials and techniques.

Demonstrate how to maintain the workspace, materials, and tools responsibly and safely.

Assessment

Students will...

Be assessed by rubrics determined by the specific lesson.

Show improvement in the development of skills and usage of the art materials.

Demonstrate their ability to use the tools, materials, and art space responsibly and safely.

Freetown Lakeville Public Schools

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The Arts Discipline: Elements and Principles of Design. Students will demonstrate knowledge of the elements and principles of design.

2.7 For color, use and be able to identify hues, values, intermediate shades, tints, tones, complementary, analogous, an

Student Learning Objectives

Students will...

Continue to expand on grade six topics.

Experiment with drawing techniques such as contour, gesture, flat shape, negative space, continuous line, one- and two-point perspective.

Integrate the relationship of the principles of design and the creation of compositions including line, shape and pattern, circles and points, abstraction, curvilinear and rectilinear lines.

Continue study of color theory including color mixing, hue, value and intensity.

Continue to create 2D and 3D compositions that demonstrate a knowledge of the principles and elements of design.

Suggested Instructional Strategies

Instructor will...

Encourage experimentation, exploration, and risk-taking through making choices.

Provide choices through making a wide range of materials available to students.

Continue to stress color theory and the color wheel.

Discuss the variety of lines, textures, shapes, and forms that are used in creating art.

Encourage students to expand their possibilities in 2D and 3D compositions.

Assessment

Students will...

Show developmentally appropriate growth in their artistic expression.

Demonstrate their understanding of the nature of color, line, texture, shape, and form.

Create, both in 2D and 3D, compositions that show an understanding of balance, proportion, unity, space, repetition, rhythm, scale, harmony, and emphasis.

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The Arts Discipline: **Observation, Abstraction, Invention, and Expression.** Students will demonstrate their powers of observation, abstraction, invention, and expression in a variety of media, materials, and techniques.

- 3.4 Create 2D and 3D representational artwork from direct observation in order to develop skills of perception, discrimination, physical coordination, and memory of detail
- 3.5 Create symbolic artwork by substituting symbols for objects, relationships, or ideas
- 3.6 Create artwork that employs the use of free form symbolic imagery that demonstrates personal invention, and/or conveys ideas and emotions
 For example, students create works that convey paired concepts such as conflict and cooperation, happiness and grief, or excitement and repose.
- 3.7 Create artwork that shows knowledge of the ways in which architects, craftsmen, and designers develop abstract symbols by simplifying elements of the environment

Student Learning Objectives

Students will...

Continue to expand on grade six topics.

Experiment with drawing media such as pencil, charcoal, pastel, pen and ink.

Experiment with drawing technique such as contour, gesture, flat shape, negative space, continuous line, etc.

Integrate the relationship of the principles of design and the creation of compositions including line, shape and pattern, circles and points, abstraction, curvilinear and rectilinear lines.

Use illustration for books, poems, stories, quotes, etc.

Suggested Instructional Strategies

Instructor will...

Encourage students to observe other student art work.

Show examples of artists who draw, paint, and work in 3D from memory, observation, abstraction, etc.

Show examples of abstract art and expressive art.

Assessment

Students will...

Demonstrate knowledge of new vocabulary.

Demonstrate the development of new skills and the refinement of existing skills.

Become familiar with different art materials.

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The Arts Discipline: **Drafting, Revising, and Exhibiting.** Students will demonstrate knowledge of the processes of creating and exhibiting their own artwork: drafts, critique, self-assessment, refinement, and exhibit preparation.

4.4 Produce work that shows an understanding of the concept of craftsmanship

4.5 Demonstrate the ability to describe preliminary concepts verbally; to visualize concepts in clear schematic layouts; and to organize and complete projects

4.6 Demonstrate the ability to articulate criteria for artistic work, describe personal style, assess and reflect on work orally and in writing, and to revise work based on criteria developed in the classroom

4.7 Maintain a portfolio of sketches and finished work

4.8 Create and prepare artwork for group or individual public exhibitions

Student Learning Objectives

Students will...

Continue to expand on grade six topics.

Continue to sharpen drawing skills and fine motor control in detail work.

Continue to maintain a portfolio of art work.

Continue to evaluate student's own art work.

Suggested Instructional Strategies

Instructor will...

Encourage the students to re-think and re-work their art through drafting and revision.

Hold group critiques of student art.

Encourage students to discuss each other's art work.

Encourage students to explain their personal style (and other artists' styles) in written form in their journals.

Display student art work in the classroom, the school, and the greater community.

Assessment

Students will...

Produce work that shows the student understands good craftsmanship in creating a final product.

Demonstrate their fine motor control in their art work.

Demonstrate their ability to revise and rework their art work.

Discuss their art ideas with others.

Maintain their portfolio of art work.

Observe the art work created by others.

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The Arts Discipline: **Critical Response.** Students will demonstrate and analyze their own work and the work of others using appropriate visual arts vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation.

- 5.5 Demonstrate the ability to recognize and describe the visual, spatial, and tactile characteristics of their own work and that of others
- 5.6 Demonstrate the ability to describe the kinds of imagery used to represent subject matter and ideas, for example, literal representation, simplification, abstraction, or symbolism
- 5.7 Demonstrate a fundamental awareness of architectural styles and the ways that these have influenced painting and sculpture

Student Learning Objectives

Students will...

Continue to expand on grade six topics.

Integrate the relationship of the principles of design and the creation of compositions including line, shape and pattern, circles and points, abstraction, curvilinear and rectilinear lines.

Experiment with drawing techniques such as one- and two-point perspective.

Continue the study of famous art and artists.

Suggested Instructional Strategies

Instructor will...

Show examples of noted artist's work.

Discuss the art of various cultures.

Discuss and encourage the use of appropriate art vocabulary.

Display art along with art vocabulary.

Conduct student group critiques.

Assessment

Students will...

Demonstrate the ability to discuss their art work and that of others using appropriate art vocabulary.

Demonstrate the ability to identify art of other cultures.

Demonstrate the ability to use new materials from other cultures in their art work.

Discipline The Arts

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Course ART

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Strand Connections

State Standards 1251

The Arts Discipline: **Purposes and Meanings in the Arts:** Students will describe the purposes for which works of dance, music, theatre, visual arts, and architecture were and are created, and, where appropriate, interpret their meanings.

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

For example, at the Museum of Fine Arts in Boston, students view John Singleton Copley's portrait of Paul Revere and examples of Revere's silverware. What do these works reveal about attitudes toward artistry in 18th century America?

6.4 Describe how artistic production can shape and be influenced by the aesthetic preferences of a society

Student Learning Objectives

Students will...

Continue to expand on grade six topics.

Experiment with drawing techniques such as contour, gesture, perspective, etc.

Continue to use illustration for books, poems, stories, quotes, etc.

Continue the study of famous art and artists.

Suggested Instructional Strategies

Instructor will...

Discuss why artists create art.

Discuss cultural meaning in the arts.

Continue to show a variety of art and discuss its role in society and history.

Assessment

Students will...

Demonstrate the ability to discuss the purpose and meanings of a variety of arts through critiques, journal entries, and through their personal art experiences.

Discipline The Arts

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Strand Connections

State Standards 1252

The Arts Discipline: **Roles of Artists in Communities:** Students will describe the roles of artists, patrons, cultural organizations, and art institutions in societies of the past and present.

7.2 Describe the roles of artists in specific cultures and periods, and compare similarities and differences in these roles, considering aspects such as:

- the conditions under which artists created, performed, and/or exhibited work and the status of artists;
- the sources of support for the arts; and
- the ways, such as apprenticeship or training, in which students learned the skills and knowledge that qualified them to produce or perform artistic work

For example, students investigate how aspiring musicians learned playing and singing techniques in 19th century New England.

7.3 Identify and describe careers in at least one art form

7.4 Describe the function of cultural organizations and arts institutions such as museums, symphonies, repertory theatres, dance companies, and historical preservation organizations

Student Learning Objectives

Students will...

Continue to expand on grade six topics.

Use illustration for books, poems, stories, quotes, etc.

Continue the study of famous artists.

Continue clay building methods.

Suggested Instructional Strategies

Instructor will...

Introduce the students to a variety of careers available to them in the art fields.

Encourage students to try an artform which is directly related to a career.

Continue to introduce new artists and art experiences that are exciting to the students (such as Dali and surrealism and Dali's work for Walt Disney).

Assessment

Students will...

Demonstrate an understanding that art plays an important role in the community.

Demonstrate an awareness of art outside of the confines of a museum...starting to see that art is all around us in our daily lives.

Show that they understand that some art is produced for a specific target or market (commercial art, advertising, cinema, or crafts) rather than art that is expected to be viewed in a museum.

Discipline The Arts

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Course ART

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Strand Connections

State Standards 1253

The Arts Discipline: **Concepts of Style, Stylistic Influence, and Stylistic Change:** Students will demonstrate their understanding of the concepts of styles, stylistic influence, and stylistic change by indentifying when and where art works were created and by analyzing characteristic features of art works from various historical periods, cultures, and genres.

8.4 Identify American styles and genres of dance, music, theatre, or visual arts and architecture, describe their sources, trace their evolution, and cite well-known artists associated with these styles

8.5 Identify and describe characteristic features of genres and styles from a variety of world cultures and cite well-known artists associated with these styles

Student Learning Objectives

Students will...

Continue to expand on grade six topics.

Continue the study of art and famous artists.

Expand their knowledge of art vocabulary.

Suggested Instructional Strategies

Instructor will...

Expose students to more examples of American art and architecture.

Identify new art vocabulary.

Expose students to art, materials, and methods from other cultures, particularly those cultures which are studied in their Social Studies classes.

Assessment

Students will...

Demonstrate their knowledge of American art and art from other cultures through the production of art work done "in the style of"...

Reflect in their art journal about the influences of other cultures on world art.

Discipline The Arts

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Strand Connections

State Standards 1254

The Arts Discipline: **Inventions, Technologies, and the Arts:** Students will describe and analyze how performing and visual artists use and have used materials, inventions, and technologies in their works.

9.2 Identify and describe examples of how the discovery of new inventions and technologies, or the availability of new materials brought about changes in the arts in various time periods and cultures

9.3 Identify and describe examples of how artists make innovative uses of technologies and inventions

For example, students research Matthew Brady's portrait photographs and Civil War battlefield photographs.

9.4 Identify and describe examples of how contemporary artists use computer technology in their work

For example, students find out how software is used for animation, graphic design, theatrical lighting and sound design, choreography, or musical composition.

Student Learning Objectives

Students will...

Continue to expand on grade six topics.

Experiment with drawing media such as pencil, charcoal, pastel, pen and ink, and computer generated graphics.

Experiment with drawing techniques.

Continue to integrate the principles of design.

Continue to study famous art and artists.

Suggested Instructional Strategies

Instructor will...

Provide a greater variety of artistic media with which the students may work.

Continue to provide computer graphic experiences as a method of creating art.

Continue to make historical connections through how inventions have changed art through the centuries (from papyrus, to making paper, to oriental scrolls, to book binding and making journals).

Assessment

Students will...

Demonstrate the understanding of how art and innovation and technology are interrelated by creating their own art work using a few innovations (linoleum, book binding, computer graphics, pen and ink, etc.).

Discipline The Arts

Grade 7

Course ART

Topic

Strand Connections

State Standards 1255

The Arts Discipline: **Interdisciplinary Connections:** Students will use their knowledge of the arts and cultural resources in the study of the arts, English language arts, foreign languages, health, history and social science, mathematics, and science and technology/engineering.

10.2 Continue the above and apply knowledge of other disciplines in learning in and about the arts

Examples of this include:

- using number sense in mathematics as an aid to understanding scales and intervals in music;
- using research skills from history and social science to develop a monologue for a character from history;
- using design skills and knowledge of physical science from science and technology/engineering to construct a balanced mobile sculpture.

Student Learning Objectives

Students will...

Continue to study famous art and artists (Social Studies, World Languages, Music).

Continue to integrate with Language Arts (illustration of poems and stories).

Continue to integrate with Math (ruler usage, patterns, ballance, symmetry and asymmetry).

Continue to integrate with Science (negative space, ceramics and glazes).

Continue to integrate with Computer Science (graphic design).

Suggested Instructional Strategies

Instructor will...

Continue to involve the study of art with language arts both in writing about art and in interpreting writing through art.

Continue to use art as a tool in the study of cultural differences as discussed in social science and world languages.

Continue to reinforce math concepts through art (symmetry/asymmetry, measurement, geometric shapes, Fibonacci, etc.).

Continue to connect science and technology to art.

Continue to connect art to computer graphics production both in the art room and in the computer science classrooms.

Assessment

Students will...

Demonstrate their ability to use knowledge from other learning areas in art.

Demonstrate their ability to make connections between art and the other areas.

Use this connection to understand why greater knowledge of the world makes artistic expression more meaningful.

Discipline The Arts

Grade 7

Course Music

Topic

Strand Music

State Standards 1221

The Arts Discipline: **Singing.** Students will sing, alone and with others, a varied repertoire of music.

1.6 Sing independently with:

Increased accuracy

Expanded breath control

Extended vocal range

1.7 Sing with expression and technical accuracy a repertoire of vocal literature with a **level of difficulty** of 2, on a scale of 1 to 6 (level 3 for choral ensemble), including some songs performed by memory.

1.8 Sing music representing diverse genres and cultures, with expression appropriate for the work being performed, and using a variety of languages.

1.9 Sing music written in two and three parts (up to four parts in choral ensemble), with and without accompaniment.

Student Learning Objectives

Sing independently with:

Increased accuracy

Expanded breath control

Extended vocal range.

Sing with expression and technical accuracy a repertoire of vocal literature with a level of difficulty of 2, on a scale of 1 to 6, including some songs performed by memory.

Sing music representing diverse genres and cultures, with expression appropriate for the work being performed, and using a variety of languages.

Sing simple harmonic music written in two, three and four parts with and without accompaniment.

Suggested Instructional Strategies

Assessment

Discipline The Arts

Grade 7

Course Music

Topic

Strand Music

State Standards 1222

The Arts Discipline: **Reading and Notation.** Students will read music written in standard notation.

- 2.5 Read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in $2/4$, $3/4$, $4/4$, $6/8$, $3/8$, $9/8$, and *alla breve* meter signatures
- 2.6 Read and sing at sight simple melodies and intervals in both the treble and bass clefs.
- 2.7 Identify, define, and use standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.
- 2.8 Use standard notation to record ones' own musical ideas and those of others.
- 2.9 Choral/instrumental ensemble or class: sight-read, accurately and expressively, music with a difficulty level of 2 on a scale of 1 to 6. *

* For a definition of level of difficulty, see *Key Terms in Music*, page 51.

Student Learning Objectives

Read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in $2/4$, $3/4$, $4/4$ and $6/8$.

Read and sing at sight simple melodies and intervals in both the treble clef and simplistic bassclef.

Identify, define, and use standard notation symbols for pitch, rhythm.

Identify and define dynamics, tempo and simplistic articulation, and expression.

Use standard notation to record ones' own musical ideas and those of others.

Suggested Instructional Strategies

Assessment